

COLORADO

Student Assessment Program

2004-2005 Procedures Manual

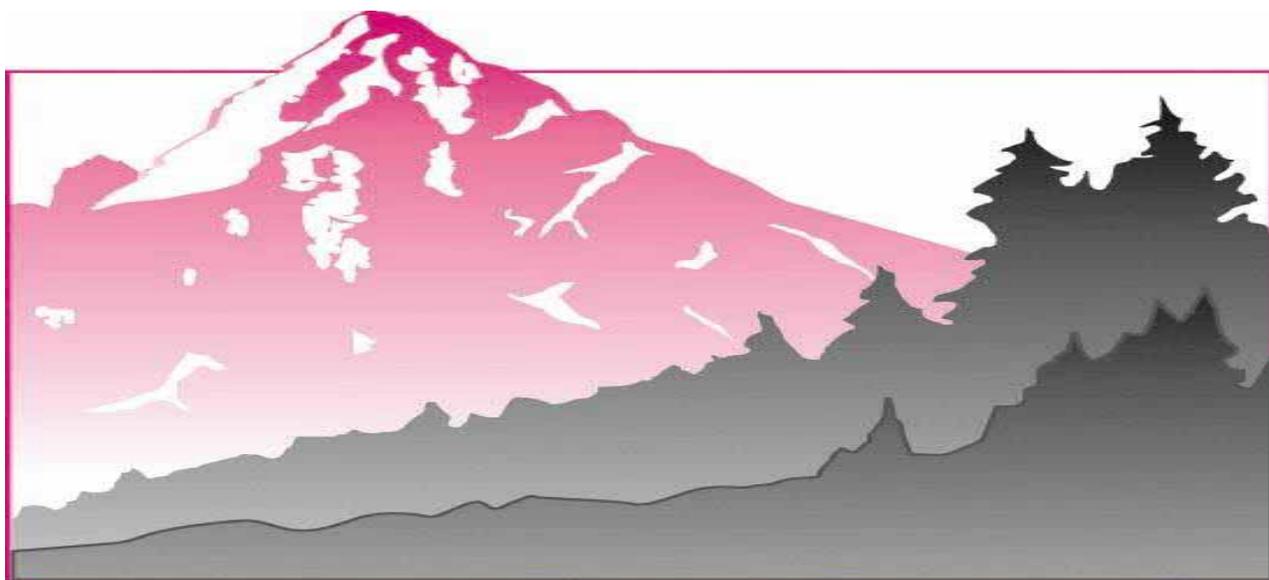
for

The Colorado Student Assessment Program

Published by

The Colorado Department of Education

Student Assessment Unit



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CSAP

Table of Contents

PURPOSE.....	4
COLORADO DEPARTMENT OF EDUCATION CONTACTS	5
CSAP: HOW IT ALL BEGAN.....	8
IMPORTANT CSAP/CSAPA/CO ACT DATES* - SY 2004-2005.....	13
RESPONSIBLE PRACTICES WITHIN THE ASSESSMENT PROCESS.....	14
WHAT ARE SOME OF THE APPROPRIATE AND INAPPROPRIATE PRACTICES IN THE ADMINISTRATION OF THE CSAP AND INTERPRETATION OF CSAP RESULTS?	14
I. GENERAL PRINCIPLES OF PROFESSIONALLY RESPONSIBLE PRACTICE	15
II. PRACTICES IN PREPARATION AND ADMINISTRATION OF CSAP	16
III. PRACTICES IN THE USE AND INTERPRETATION OF CSAP RESULTS.....	18
TEST SECURITY PROCEDURES FOR CSAP MATERIALS	18
RECOMMENDATIONS FOR DISTRICT POLICIES	20
STUDENT DATA VARIABLES.....	21
PRE-CODED LABELS	21
TIMELINE FOR PRE-CODED LABELS	21
STUDENT DATA GRID	21
STUDENT BIOGRAPHICAL DATA CHECK	21
DATA ELEMENTS	21
LEGAL CITATIONS FOR CSAP DATA ELEMENTS.....	37
CSAP DATA MATRIX ACROSS COLLECTIONS FOR THE 2004-2005 SY	39
ADMINISTRATION.....	41
2005 – 2006 CSAP TESTING WINDOWS	41
CSAP ASSESSMENTS 2002-2006.....	41
2005 CO ACT TESTING WINDOW	41
2005 CSAPA TESTING WINDOW.....	41
SCHEDULING FOR CSAP ADMINISTRATION	42
PREPARING THE CLASSROOM FOR THE CSAP	42
WHAT STUDENTS ARE ALLOWED TO DO DURING ASSESSMENT SESSIONS	45
STUDENTS WHO MOVE ON TO ANOTHER SESSION WITHOUT PERMISSION	46
VALID ATTEMPT RULE	47
STUDENTS WHO BECOME ILL DURING TESTING.....	47
WHAT STUDENTS ARE ALLOWED TO DO AFTER TESTING	47
TEST INVALIDATION	48
ACCOMMODATIONS.....	49
WHAT ARE ACCOMMODATIONS?	49
WHO WILL DECIDE WHICH STUDENTS WILL REQUIRE ACCOMMODATIONS?	49
CRITERIA FOR SELECTING ACCOMMODATIONS ON THE CSAP.....	49
WHAT ABOUT STUDENTS WHO RECENTLY MOVED IN THE DISTRICT OR SUSTAINED AN INJURY THAT REQUIRE AN ACCOMMODATION?	50

WHAT ABOUT STUDENTS WHO HAVE BEEN RECEIVING ACCOMMODATIONS DURING INSTRUCTION THAT ARE NOT LISTED AS A STANDARD ACCOMMODATION	50
HOW WILL ACCOMMODATIONS BE DOCUMENTED AND REPORTED?.....	51
CSAP ACCOMMODATIONS THAT MUST BE DOCUMENTED FOR READING	51
CSAP ACCOMMODATIONS THAT MUST BE DOCUMENTED FOR MATHEMATICS, SCIENCE AND WRITING	52
ACCOMMODATIONS THAT DO NOT NEED TO BE DOCUMENTED FOR ANY CONTENT AREA.....	53
LARGE PRINT OR BRAILLE TESTS	54
SCRIBING	55
TRANSCRIBING	56
TRANSLATING.....	56
CSAP OR CSAPA WHICH TEST SHOULD A STUDENT WITH DISABILITIES TAKE?	57
ENGLISH LANGUAGE LEARNERS.....	59
LEVELS OF PROFICIENCY IN ENGLISH	60
ENGLISH LANGUAGE LEARNERS IN GRADES 3 AND 4	61
ENGLISH LANGUAGE LEARNERS IN GRADES 5-10	61
TRANSLATOR ACCESS TO CSAP BOOKLETS IN ADVANCE.....	61
GLOSSARY BOXES	62
CSAP ADMINISTRATION FOR STUDENTS WITH SPECIAL CIRCUMSTANCES.....	64
ALTERNATIVE HIGH SCHOOLS AND CENTER-BASED SCHOOLS/PROGRAMS	64
STUDENTS PLACED OUT-OF-DISTRICT BY A PUBLIC AGENCY	66
PRIVATE SCHOOLS.....	66
DETERMINING GRADE LEVEL FOR CSAP ADMINISTRATION PURPOSES.....	67
DROPOUT STUDENTS	67
EXPELLED STUDENTS	67
FOREIGN EXCHANGE STUDENTS	67
GED STUDENTS.....	67
STUDENTS IN A NONPUBLICHOME-BASED EDUCATIONAL PROGRAM (FORMERLY HOME-SCHOOLED).....	67
INCARCERATED STUDENTS	69
NON-ATTENDANCE STUDENTS	69
OPEN ENROLLMENT STUDENTS	69
PART TIME STUDENTS	69
RETAINED STUDENTS	69
STUDENTS ENROLLING OR MOVING DURING TESTING WINDOW	69
STUDENTS WITH ILLNESSES/HEALTH ISSUES	70
SUSPENDED STUDENTS	70
CSAP REPORTS.....	72
STATE, DISTRICT, SCHOOL AND STUDENT CSAP REPORTS	72
DISTRICT ELECTRONIC CSAP DATA FILES.....	72
PUBLIC CSAP REPORTS	72
CSAP REPORTING	73
CSAP SCALE-SCORE REPORTING:.....	73
DETERMINING PERFORMANCE LEVEL PERCENTAGES	74
CSAPA REPORTS.....	75

RESOURCES.....	76
CSAP MATERIALS.....	76
PREPARING FOR THE CSAP.....	77
PRINCIPAL'S GUIDE TO LIVING WITH THE RESULTS OF CSAP.....	79
APPENDIX A: RELATED DOCUMENTS AND PROCESSES.....	82
CLARIFICATION OF SCHOOL VS. PROGRAM FOR CSAP LABELS AND SCORE ATTRIBUTION PROCESS.....	83
ASSESSMENT CUT SCORES AND IDENTIFICATION MATRIX.....	87
CSAP 2005 READING/WRITING GRADE 5 STUDENT DATA GRID.....	88
CSAP 2005 WRITING PLANNING PAGE.....	89
SAMPLE LETTER FOR NONPUBLIC HOME-BASED EDUCATIONAL PROGRAM STUDENTS.....	90
APPENDIX B: OTHER COLORADO ACADEMIC TESTING PROGRAMS.....	92
CSAPA.....	93
COLORADO (CO) ACT STATEWIDE ASSESSMENT.....	94
NAEP IN COLORADO.....	95

Purpose

As the Colorado Student Assessment Program (CSAP) has expanded from 1997 (2 tests in one grade) to 2005 (29 tests in eight grades), several new administration procedures have been needed and subsequently developed. As these test administration procedures evolved, they were typically communicated through a variety of different avenues, such as CSAP Updates, administration manuals, messages sent to the District Assessment Coordinator (DAC) DAC Listserv or publications from the Colorado Department of Education (CDE) Exceptional Student Services Unit, among others.

In 2000, the CDE Assessment Unit staff realized it was time to consolidate these procedures into one document to facilitate better understanding and more consistent application of procedures by those involved in CSAP administration. Our intent in presenting CSAP administration procedures in this manner is to communicate statewide about appropriate, standardized test administration practices, so that all students, schools and districts will have a level playing field. Additionally, such a document presents an opportunity to familiarize readers with responsible assessment practices, both as they relate to test administration and as they relate to the use and interpretation of test results.

One of the most important messages about CSAP administration procedures is that “**All means All**”: all public school students enrolled in the grades tested must be accounted for in the CSAP. Recognizing that students have many different needs and circumstances, a large part of this manual is devoted to answering the question, “How do we appropriately handle special situations so that all students can participate meaningfully in Colorado’s state testing program?”

This manual has been prepared for all CSAP assessment administrators, teachers, school specialists, principals and District Assessment Coordinators, as well as other interested groups. It includes information about the following topics: CDE contacts, CSAP dates, responsible assessment practices, student data variables, administration guidelines, use and documentation of accommodations, special considerations for students with disabilities, special considerations for English Language Learners (ELLs), test administration for students with a variety of special circumstances, and an overview of CSAP reporting practices.

Colorado Department of Education Contacts
CSAP - Student Assessment Unit
 201 East Colfax Avenue, Room 106, Denver, CO 80203
 FAX: 303.866.6680

Contact	Responsibilities
Elizabeth (Beth) Celva, Director 303.866.6664; 303.866.6929 celva_e@cde.state.co.us	<ul style="list-style-type: none"> • Management of State Academic Testing Programs (CSAP, NAEP, CO ACT)
Margaret Delgado, Program Assistant 303.866.6929 delgado_m@cde.state.co.us	<ul style="list-style-type: none"> • Liaison between Schools, Districts and CSAP Testing Contractor Regarding Policies and Procedures • Liaison between CDE units and school districts • Support to Senior Consultants for NAEP, Language Arts, and Mathematics and Science
Pamela A. Sandoval, Senior Consultant – NAEP Coordinator 303.866.6643 sandoval_p@cde.state.co.us	<ul style="list-style-type: none"> • National Assessment of Educational Progress Assessment (The Nation’s Report Card) Coordinator for Colorado NAEP Assessments • Liaison between schools and districts for Colorado NAEP • Reviewer: Grades 3 and 4 CSAP Lectura y Escritura assessments
Greg Lucero, Principal Consultant 303.866.6802 lucero_g@cde.state.co.us	<ul style="list-style-type: none"> • Oversight of Test Management • Management of CO ACT assessment • Unit Project Management
Glenn Bruckhart, Senior Consultant - Mathematics 303.866.6610 bruckhart_g@cde.state.co.us	<ul style="list-style-type: none"> • Oversight of development for CSAP Mathematics and Science Assessments • Liaison between CDE and the Mathematics and Science Education Community
Thomas Quackenboss, Senior Consultant - Language Arts 303.866.6634 quackenboss_t@cde.state.co.us	<ul style="list-style-type: none"> • Oversight of development for CSAP Language Arts Assessments • Individual Literacy Plan (ILP) as related to CSAP • Liaison Between CDE and the Language Arts Education Community
Dianne Lefly, Supervisor - Measurement 303.866.6997 lefly_d@cde.state.co.us	<ul style="list-style-type: none"> • Provide psychometric and statistical leadership for the Unit • Supervise the preparation of reports regarding student performance to internal and external decision makers • Provide training and support for District Assessment Coordinators regarding use of student and district data
James McIntosh, Principal Consultant – Measurement 303.866.6979 mcintosh_j@cde.state.co.us	<ul style="list-style-type: none"> • Creating large-scale accountability system reporting tools usable by a wide range of educators • Designing, survey methods and performing statistical analyses for research
Russ Masco, Assessment Data Management Consultant 303.866.6877 masco_r@cde.state.co.us	<ul style="list-style-type: none"> • Data Review for: <ul style="list-style-type: none"> ○ Student Biographical Data ○ Pre-coded Labels ○ CO ACT • Data Checks

CTB/McGraw-Hill

Contact	Responsibilities
CTB Help Desk 1.800.994.8557	<ul style="list-style-type: none"> • All aspects pertaining to the administration of the CSAP.

CSAP – Alternate (CSAPA)

Contact	Responsibilities
Terri Connolly Supervisor – Exceptional Student Services Unit 303.866.6702 connolly_t@cde.state.co.us	<ul style="list-style-type: none"> • CSAPA Administration • CSAPA Development- Reading and Writing • Accommodations • Students with Disabilities
Janet Filbin Senior Consultant – Exceptional Student Services Unit 303.866.6703 filbin_j@cde.state.co.us	<ul style="list-style-type: none"> • CSAPA Administration • CSAPA Development- Mathematics and Science • Accommodations • Students with Disabilities • AYP Calculations • CSAP and CSAPA Analysis for students with disabilities

Measured Progress (CSAPA)

Contact	Responsibilities
Kelly Ickes, Program Specialist 1-800-431-8901 kickes@measuredprogress.org	Measured Progress representative regarding logistics of CSAPA (ordering, delivery, pickup)

English Language Acquisition Unit

Contact	Responsibilities
<p>Frank S. Dávila Director 303.866.6758 davila_f@cde.state.co.us</p>	<ul style="list-style-type: none"> • Oversees all fundamental functions of the English Language Acquisition Unit (ELA) pertaining to programs and policy.
<p>Lynda Franco Project Director – Teacher Quality Enhancement Colorado Springs Office 719.578.2107 (CSDB) franco_l@cde.state.co.us</p>	<ul style="list-style-type: none"> • Supports the Director in overseeing functions of the English Language Acquisition Unit and supports Language Instruction Education Program development.
<p>Bernie Martínez Supervisor of State & Federal Programs 303.866.6870 martinez_b@cde.state.co.us</p>	<ul style="list-style-type: none"> • Supervises Migrant Education and manages all distribution and financial aspects of Federal and State programs: <ul style="list-style-type: none"> ▪ Title III, Migrant Education Program (MEP), English Language Proficiency Act (ELPA); ▪ Refuge, Foreign Language.
<p>Valencia Lopez Sr. Consultant for the MEP 303.866.6752 lopez_v@cde.state.co.us</p>	<ul style="list-style-type: none"> • Provides Coordination of MEP and supports Title III and ELPA activities • Supports the maintenance of the ELPA reporting and funding. Collaborates with Title III and MEP on issues pertaining to program development.

CSAP: How It All Began

Overview

The Colorado Student Assessment Program (CSAP) is a standards-based assessment designed to provide a picture of student performance to schools, districts, educators, parents and the community. The primary purpose of the assessment program is to determine the level at which Colorado students meet the Colorado Model Content Standards in the content areas that are assessed. The results should be used by educators to improve curricula and instruction, as well as increase individual student learning. CSAP is developed collaboratively by the Colorado Department of Education, the Colorado teaching community and CTB/McGraw-Hill. The data should be used to keep abreast of individual student, school, and district progress toward attaining higher student achievement. The fact that CSAP is based on the Colorado Model Content Standards will ensure that all districts are held to the same challenging standards that Coloradans expect for their students regardless of whether they live in urban, suburban, or rural areas.

History of CSAP

The first administration of CSAP took place in the spring of the 1996-1997 school year. With the exception of a very small number of students for whom the assessments were inappropriate, all grade 4 students were tested in reading and writing. This administration established the baseline against which future student progress will be compared.

Since then, the CSAP has evolved over time with the passage and implementation of state and federal legislation. The following table traces the evolution of CSAP from its inception to its current form in 2005.

Year	Important Legislation and Events	Tests Administered
1993	Colorado HB 93-1313 is passed, which requires the development of content standards for 12 subject areas and the assessments to measure student achievement relative to the content standards	None
1995	Content standards for the many content areas finalized, including reading/writing, math and science, after numerous public reviews	None
1996	Colorado HB 96-1139, the Colorado Basic Literacy Act, is passed requiring districts to assess the reading readiness and comprehension of students in kindergarten through grade 3	None
1997	None	Grade 4 Reading Grade 4 Writing
1998	None	Grades 3 & 4 Reading Grade 4 Writing
1999	None	Grades 3, 4 & 7 Reading Grades 4 & 7 Writing
2000	Colorado SB 00-186 is passed, requiring assessments in grades 3-10 in reading and writing, in grades 5-10 in math and in grade 8 for science. This law also requires the creation of School Accountability Reports (SARs) for all schools	Grades 3, 4 & 7 Reading Grades 4 & 7 Writing Grade 5 & 8 Math Grade 8 Science
2001	Colorado SB 01-098 is passed, slightly modifying the administration of CSAP assessments and changing a few features of the SARs	Grades 3-10 Reading Grades 4, 7 & 10 Writing Grades 5, 8 & 10 Math Grade 8 Science
2002	Federal No Child Left Behind Act and Colorado HB 02-1306 are passed, requiring Colorado to create and administer tests in grades 3-8 and at the high school level in reading or language arts and math. States must also assess students in science at the elementary, middle and high school levels	Grades 3-10 Reading Grades 3-10 Writing Grades 5-10 Math* Grade 8 Science
2003	None	Grades 3-10 Reading Grades 3-10 Writing Grades 5-10 Math Grade 8 Science
2004	None	Grades 3-10 Reading Grades 3-10 Writing Grades 5-10 Math Grade 8 Science

*Per 2002 Federal NCLB legislation and Colorado HB 02-1306, grades 3 and 4 math will be assessed in the 2004-2005 school year.

Purposes of the CSAP

There are three purposes to the CSAP program:

1. **To determine the level at which Colorado students achieve the Colorado Model Content Standards.** Because each CSAP assessment is designed to measure the standards as delineated in assessment frameworks, the CSAP assessments provide an accurate picture of student achievement relative the standards.
2. **To measure the progress of students over time.** In the past, measures of student progress were restricted to comparing one year's class with another year's class. With the development of vertical scales for reading, writing, and mathematics, the progress of each student and group of students can be examined each year in those content areas.
3. **To add to a body of evidence to determine 3rd grade students' literacy levels.** The Colorado Basic Literacy Act requires that the grade 3 reading CSAP assessment be used as part of a body of evidence in determining the literacy levels of 3rd grade students.

Structure of the CSAP Assessments

The CSAP assessments are paper-and-pencil assessments, aligned to the Colorado Model Content Standards, containing multiple sessions with both multiple choice (MC) and constructed response (CR) questions. The percentage of CR items on an assessment is generally around 25%, but that percentage varies from assessment to assessment. MC items require a student to select the correct or best response from a list. Unlike an MC item, a CR item requires a student to provide an answer rather than selecting the correct or best response. Please note that for the writing assessments, CR questions are divided into the following groups: short constructed response (SCR), extended constructed response (ECR), planning and editing. The SCR and ECR items vary only in the length and complexity of the student's response, where an ECR item would require a much longer or more complex response than an SCR item. Editing items require a student to examine a paragraph for errors. The planning item requires a student to provide some form of planning for their ECR item. The following table provides information about the structure of the CSAP assessments.

Grade(s) and Content Area	Languages Available	Standard Alignment	Number of Sessions	Time per Session (minutes)	Item Types
Grade 3 Reading	English Spanish	1	2	50	MC and CR
Grade 3 Writing	English Spanish	2 & 3	2	50	MC, SCR & editing
Grades 4-10 Reading	English Spanish (4 only)	1, 4-6	3	50	MC and CR
Grades 4-10 Writing	English Spanish (4 only)	2 & 3	3	50	MC, SCR, ECR, planning & editing
Grades 3-10 Math	English	1-6	3*	55	MC and CR
Grade 8 Science	English	1-6	3	55	MC and CR

*Grade 3 Math is only two 55-minute sessions.

Test Development

The development of a CSAP assessment is a long, involved process, which takes at least a year to complete. Each step of the process is important to maximize the reliability and validity of the assessment. The following describes the steps taken during the development of a CSAP assessment:

- 1. The content to be assessed is defined.** For the reading, writing and math assessments, Assessment Frameworks have been created to delineate the skills and concepts that can be assessed at each grade level. These Assessment Frameworks have been derived from the Colorado Model Content Standards by teachers and content experts. Because the Colorado Model Content Standards themselves do not define, grade by grade, what a student should know and be able to do, the Assessment Frameworks have been created to bridge the gap. Please note Assessment Frameworks have been finalized for the grades 5, 8 and 10 science assessments of which grades 5 and 10 will be administered in the spring 2006 and will be posted on our website.
- 2. A test blueprint is developed.** A test blueprint defines the content and format of an assessment. The test blueprint defines the percentage of items or score points that will measure each standard, the proportion of questions that will be MC and CR, the subcontent areas that will be reported, as well as the number and length of the sessions. This blueprint does **not** change from year to year to ensure that the tests are as similar from one year to the next as possible.
- 3. Test questions are developed and reviewed.** CTB-McGraw-Hill, the test contractor responsible for developing, printing, shipping, scoring and reporting for the CSAP program, develops the test questions that appear on the CSAP assessments. While CTB-McGraw-Hill item writers develop the questions, Colorado educators and community members are responsible for approving, editing or rejecting the questions. In other words, a question cannot appear on a CSAP assessment unless Colorado educators and community members approve it.
- 4. The test questions are assembled into a test form.** Once a pool of test questions has been approved, the questions are used to construct an actual test form that matches the test blueprint. For example, if the test blueprint for an assessment requires that standard 1 represent 30% of a test's points, the correct number of standard 1 questions will be placed on the test. During this process, Senior Consultants from the Student Assessment Unit of the Colorado Department of Education review all aspects of the proposed form such as pagination, clarity of tables and illustrations, sufficient writing space, and proper printing.

Scoring

After the CSAP assessments have been administered and returned to CTB/McGraw-Hill, every item on the assessment is scored either by hand or by machine.

- MC items are scored by high speed scanners. These scanners are programmed to score MC items electronically. In order to ensure that all MC items are scored correctly, a diagnostic test is run on each scanner five times every day. If a scanner fails a diagnostic test, all the assessments scored after the last passed diagnostic test are rescored once the scanner has been fixed.
- CR items are scored by trained scorers. These scorers must hold a minimum of a bachelor's degree. The scorers undergo training to understand the rubrics used to score CSAP test questions, the anchor papers for each score point, and other scoring criteria approved by Colorado educators. After training is complete, each potential scorer must pass a scoring proficiency test in

order to score an actual student response. While scorers are evaluating actual student responses, their work is being monitored by scoring supervisors, who initially trained the scorers, using two methods:

- Scoring supervisors read behind each scorers work multiple times each day to ensure that the scorer is accurately evaluating students' work according to the rubrics and anchor papers. If a scorer is not accurately evaluating students' work, he or she is retrained and eventually dismissed if he/she does not learn to score accurately.
- Scoring supervisors insert previously scored anchor papers into each scorer's daily load of papers. The scorer evaluates the paper like any other without knowing that it has been previously scored. This process allows scoring supervisors to ascertain whether or not scorers are scoring as they have been trained and to develop an idea of the interrater reliability of the scoring process.

CSAP Questions Across Grade Levels

Starting in 2002, a few questions or reading passages appear on the CSAP reading, writing and math assessments in two adjacent grades. Overlapping items are at every adjacent grade combination. (For example, a few of the questions on the 4th grade reading assessment also appear on the 5th grade reading assessment.) The tests are constructed like this to establish and maintain a reliable and stable continuous scale. This is a sound test construction practice, which gives us confidence that the knowledge and skills it takes for a student to reach proficiency on the assessment are the same from year to year at each grade. Each year a different, parallel form of CSAP assessments will be administered so that a 4th grader will not respond to the same questions when they take the 5th grade CSAP the following year.

One recurring question about this process is how a 4th grader can be expected to read the same material and answer the same questions as a 5th grader. A span in the difficulty of items on each CSAP assessment has always existed, meaning that there have always been easy items and difficult items on each test. The tests are constructed this way so that we can get more accurate scores for low- and high-achieving students. The difference this year is not that we have some difficult items on the 4th grade test and easy items on the 5th grade test, as in some cases they are the same items.

Overlapping items are scored the same regardless of grade level because the scoring guides and rubrics are the same for the item across grades. However, the bar for proficiency is set at a lower level on the 4th grade assessment than the bar for proficiency is set on the 5th grade assessment. In this way, the 4th graders demonstrate their knowledge and skills by answering the questions on their test, which contains mostly easier items than the 5th grade test. The 4th grader's proficiency level is based on his/her performance on the whole 4th grade test. The 5th grader's proficiency is based on a more difficult set of questions. As a result, the 5th grader is held to a higher standard of proficiency because the cut-score on the continuous scale is higher for 5th grade proficiency than the cut-score for 4th grade proficiency.

Important CSAP, CSAPA and CO ACT Dates* – SY 2004-2005

September 29- December 3, 2004	Ordering of Brailled, large print, and Spanish CSAPs materials – order forms e-mailed to District Assessment Coordinators (DACs) from CTB
October 15, 2004	Deadline to submit requests to CDE for early delivery of test materials and administration of CSAP assessments
December 8, 2004 – January 7, 2005	Submission of updated student data files for pre-coded labels by DACs (sent to CDE via Automated Data Exchange [ADE])
December 30, 2004	DAC/SAC Administration Manuals Posted on Web
January- TBD	District Assessment Coordinator CSAP Administration Training
January - TBD	CSAPA Administration Training Workshops
* January 24-March 4, 2005	NAEP Assessments (selected schools): Grades 4, 8 and 12 Reading√, Math√, Science (pilots for Civics, Economics-Grade 12 only, and U.S. History). National Indian Education Study-Grades 4 and 8 and High School Transcript Study-Grade 12 (September 2004-October 2005) (√Required by NCLB for Grades 4 and 8).
January 26–February 2, 2005	Delivery of Coordinator Packets & All Administration Manuals (Grades 3-10) to Districts (Including pre-coded label rosters. Actual pre-coded labels and Group Information Sheet (GIS) will arrive at least by this date.)
January 31, 2005 (Year Round Schools 1/26)	Delivery of Grade 3 Reading and Lectura Test Materials to Districts
February 1–March 18, 2005	Testing Window for CSAPA/11th grade Alternate
February 14–25	Testing Window for Grade 3 Reading and Lectura
February 15-March 4, 2005	Shipping Window for Grade 3 Reading and Lectura to CTB for scoring <i>(Early return of test materials is strongly encouraged.)</i>
February 18, 2005 (Year Round Schools 2/14)	Delivery of All Other Test Materials to Districts
March 14–April 15	Testing Window for: Grade 3 Writing and Escritura; Grade 4 Reading and Writing {includes Lectura y Escritura}; Grades 3 and 4 Mathematics (New!); Grades 5-10 Language Arts and Mathematics, and Grade 8 Science
March 15–April 1	Shipping Window for grades 3-5 Math to CTB for scoring <i>(Earlier shipping window for Grades 3-5 Math is imperative for calibration and establishing parameters for scoring.)</i>
March 15-April 22, 2005	Shipping window for all grades other than grades 3-5 Math to CTB for scoring <i>(Early return of test materials is strongly encouraged.)</i>
April 27, 2005	CO ACT Testing
May 2, 2005	Delivery of Grade 3 Reading and Lectura Printed Reports
May 11, 2005	CO ACT make-up test date
May–June - TBD	Electronic Review and Verification of Student Data by districts (Details to follow.)
Early May - TBD	Press Release for Grade 3 Reading and Lectura
July 22, 2005	Electronic data files available for download by Districts
Late July - TBD	Press Release (Grade 3 Writing, Grades 4-10 all content areas{includes Spanish of Grades 3 and 4})
August 9	Printed Reports Delivered to Districts

Responsible Practices Within the Assessment Process

What Are Some of the Appropriate and Inappropriate Practices in the Administration of the CSAP and Interpretation of CSAP Results?

The following information is provided to illustrate professionally responsible and ethical practices in educational assessment for use by all individuals engaged in the administration, interpretation, and use of CSAP, and in the reporting of results from these assessments. These individuals include, but are not limited to: classroom teachers, principals, school psychologists, superintendents, district staff, Colorado Department of Education staff, and educational research and policy professionals. This information is adapted from the general principles of test use as set forth in the Standards for Educational and Psychological Testing by the American Educational Research Association (AERA), American Psychological Association (APA), the National Council on Measurement in Education (NCME) (1985) and the Code of Professional Responsibilities in Educational Measurement by the National Council on Measurement in Education (1995).

The principles are intended to provide guidance for determining whether or not a practice related to the administration or use of CSAP results supports the integrity of the assessment process and the reliability and validity of inferences made from those assessments.

Part I of this discussion provides the general principles of responsible assessment practice. The guidelines are the professional standards to which all those involved in the assessment process should refer in determining what practices are appropriate and what practices are unprofessional, unethical and/or inappropriate.

Part II of this discussion of responsible assessment practices focuses on concrete examples of ethical and unethical practices in the administration of CSAP.

Part III provides examples of appropriate and inappropriate uses and interpretation of CSAP results.

I. General Principles of Professionally Responsible Practice

In monitoring practices related to administering the CSAP and interpreting or using its results, each district shall use, but not be limited to, the following standards for determining what practices are appropriate and what practices are unprofessional, unethical, and/or inappropriate:

Note: Due to the complex nature of a standardized assessment process, any practice not specifically permitted should be presumed inappropriate until and unless specifically authorized by the program sponsor (in this case, CDE).

CSAP Administrators Shall:	Those Who Interpret, Use, and Communicate CSAP Results Shall:
Maintain security of the CSAP assessment materials before, during, and after the assessment.	Avoid making (and actively discourage others from making) inaccurate reports, unsubstantiated claims, inappropriate interpretations, or other false or misleading statements that can lead to false or misleading conclusions about assessment results.
Thoroughly review the CSAP Administration Manual prior to testing and understand the procedures needed to administer the assessment.	Avoid any practice that provides an interpretation or suggests uses of assessment results without due consideration of the purpose(s) of the assessment, limitations of the assessment, examinee characteristics, any irregularities in administering the assessment, or other factors affecting the results.
Avoid any conditions in the preparation and administration of the assessment that might invalidate the results.	Communicate assessment results in an understandable manner, including proper interpretations and likely misinterpretations.
Ensure that any eligible student is not excluded from the CSAP.	Avoid any practice that supports or leads others to interpret or use assessment results in unethical or inappropriate ways.
Provide and document all allowable accommodations for administration of the assessment to anyone eligible.	Avoid any practice that permits employees or volunteers without the necessary knowledge and skills to interpret results of the assessment.
Provide reasonable opportunities for examinees to ask questions about assessment procedures or directions prior to and at prescribed times during the administration of the assessment.	Report any apparent misuses of assessment information to those responsible for the assessment process in the school, district and state.
Protect the rights to privacy and due process of all examinees.	Avoid any practice that places at risk/violates confidentiality of individually identifiable information.
Avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of achievement.	Use multiple sources and types of relevant information about persons or programs whenever possible in making educational decisions.

II. Practices in Preparation and Administration of CSAP

Examples of ethical and unethical practices are provided below to illustrate the standards and principles of professionally responsible practices in the administration of the CSAP. An unethical assessment practice is anything that would knowingly and deliberately harm a child or will not support or enhance student learning, such as teaching the specific content from an assessment instrument. Teaching a specific test does not enhance student learning, whereas, developing a curriculum based on the Colorado Model Content Standards is appropriate. These Standards provide the skills and knowledge that will be tested.

Ethical Behavior/Practice in Preparation and Administration of CSAP	
1)	Preparing students for the assessment of their achievement of standards by aligning curriculum and instruction to district content standards.
2)	Making changes in instruction that enhance student skills, learning and achievement.
3)	Using CSAP released items for professional development purposes and as examples in the classroom.
4)	Using CSAP released items for instructional planning purposes.
5)	Using CSAP released items to familiarize students with the different formats of items on the assessment and how to indicate responses.
6)	Sharing an actual CSAP test instrument with a child's parents who request, in writing, to see the actual assessment that was administered. NOTE: This is allowed ONLY under controlled conditions in the District Assessment Coordinator's office with the DAC present after the student has taken the assessment. Under no circumstances may the parent be alone with the test, remove the test from the room or reproduce it in any way. Parents are NOT allowed to see the test before it is administered
7)	Increasing student motivation to do their best on the assessment through appeals to students, parents and teachers.
8)	Familiarizing students with test-taking strategies.
9)	Setting a testing schedule that provides students with the maximum amount of time that is allowed on the assessment.
10)	Setting a testing schedule that provides make-up days for students who were absent for a session of the assessment.
11)	Reporting any violations, if they occur, of the prescribed CSAP administration conditions to appropriate persons in the school, district and state offices.

Unethical Behavior/Practice in Preparation and Administration of CSAP

- 1) Developing curriculum based on the specific items of CSAP.
- 2) Preparing instructional objectives based on specific CSAP items and teaching accordingly, rather than developing instructional objectives based on the content standards.
- 3) **Sharing an actual CSAP test instrument in a public forum which is a violation of test security and could invalidate student results.**
- 4) **Copying reading passages, constructed response items, writing prompts, and/or student responses from an actual CSAP assessment for use in instructional planning, classroom instruction or assessment.**
- 5) **Making a copy of the CSAP and/or preparing a student study guide based on the items on a particular assessment.**
- 6) **Copying the vocabulary words from CSAP test items, reading passages, or writing prompts (as opposed to words from the test “Directions”), and using them as the basis for, or, incorporating them into language arts instruction.**
- 7) **Presenting items verbatim or paraphrased from the assessment to be given.**
- 8) **Knowingly deviating from the prescribed administration procedures specified in the CSAP Administration Manual in order to assist student performance.**
- 9) **Leaving visible “word walls”, vocabulary posters, spelling words, multiplication tables, or any other aids that could artificially inflate student scores or that are expressly forbidden in CSAP administration manuals.**
- 10) **Allowing students to use dictionaries, thesauri or word processors with spell and grammar check on the reading and writing assessments.**
- 11) **Scribing the essence of the student’s response, rather than scribing exact student responses, including grammatical errors and incorrect responses, when scribing is the accommodation.**
- 12) **Telling students the correct responses or allowing them to discuss answers among themselves.**
- 13) **Hinting to a student to reconsider an answer to any items he/she has given.**
- 14) **Allowing the use of notes or other materials which give students an opportunity to engage in practices which may give them an unfair advantage.**
- 15) **Changing responses that students have written or bubbled in.**
- 16) **Excluding eligible, but lower-performing, students from the CSAP by:**
 - **encouraging lower-performing, special education, or limited English proficient students to stay home during the testing period to artificially boost apparent school performance,**
 - **sending on field trips or dismissing lower-performing, special education, or limited English proficient students during the testing period to artificially inflate apparent school performance,**
 - **encouraging students who are not reading at grade level to stay home during the reading portion of the CSAP,**
 - **encouraging parental refusal of CSAP testing to prevent frustration for low-performing students.**
- 17) **Not providing students with allowable accommodations on the assessment that are normally used during instruction.**

III. Practices in the Use and Interpretation of CSAP Results

Examples of ethical and unethical assessment practices are provided below to illustrate the standards and principles of professionally responsible practices in the use and interpretation of the results from the CSAP:

Ethical Behavior/Practice in the Use and Interpretation of CSAP Results	
1)	Using CSAP results as part of a body of evidence in making educational decisions about individuals or programs.
2)	Helping identify strengths and gaps in the curriculum so that future instruction can be improved.
3)	Providing teachers and counselors with the information they need to interpret CSAP results.
4)	Communicating the assessment results to appropriate audiences in an honest, clear and understandable manner, including correct interpretation of results and explanation of any common misinterpretations.

Unethical Behavior/Practice in the Use and Interpretation of CSAP Results	
1)	Basing student retention or promotion decisions on CSAP results alone.
2)	Basing decisions regarding Individual Literacy Plans on CSAP results alone.
3)	Evaluating teachers, schools or districts based on CSAP results alone.
4)	Knowingly using CSAP results to provide a misleading picture of the district's/school's educational programs, instruction, or student population.
5)	Not reporting the assessment results for all students, including those not tested.
6)	Not reporting any apparent misuses of CSAP results to those responsible for the assessment process in the school, district and state.
7)	Deliberately hiding information, or providing false and misleading interpretations that imply a falsely positive (or negative) and misleading picture of any individual, school or district.
8)	Revealing the test scores of one student to another student or to others not directly involved with the education of that student.
9)	Using CSAP results in a manner or for a purpose for which it was not designed.

Test Security Procedures for CSAP Materials

The purpose of this procedure is to describe what constitutes unethical practices related to the security of test booklets before, during and after CSAP test administration. Currently, CTB ships test booklets to each Colorado school district about three weeks prior to the start of the test window. These booklets remain in districts and schools up to one week after the test window ends. This results in these booklets being in the districts or schools for approximately 7-8 weeks (except for grade 3 tests, which are returned earlier).

No one should violate the security procedures for CSAP assessments. It is unethical to do so, therefore:

Do Not
1) Give examinees access to test questions prior to testing.
2) Copy, reproduce or use in any manner inconsistent with test security regulations all or any portion of any secure test booklet, for any reason.
3) Do not allow students to have cell phones in testing area.
4) Share an actual CSAP test instrument in a public forum.
5) Coach examinees before, during or after testing or influence, alter or interfere with examinees' responses in any way.
6) Deviate from the prescribed administration procedures specified in the CSAP Administration Manual in order to boost student performance.
7) Allow students to use dictionaries, thesauri or word processors with spell and grammar check on the reading and writing assessments.
8) Make answer keys available to examinees.
9) Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this section.
10) Score student responses on CSAP before returning the tests to CTB. After testing is completed, test booklets are to be returned to the district, packaged and kept secure until they are picked up.

Do
1) Account for all test booklets and keep them in a secure location.
2) Scribe exact student responses, including grammatical errors and incorrect responses when scribing is the accommodation.
3) Transcribe exact student responses, including grammatical errors and incorrect responses when a student's test booklet has been damaged or an alternate format has been used, such as Braille.
4) A test booklet must be turned for every student, including students: <ul style="list-style-type: none"> • who have "Test deferred due to language," • who are "Taking CSAP Alt. Assessment," • who are not taking the assessment due to "Parental refusal," • who "Withdrew before completion."
5) Follow security regulations for distribution and return of secure test materials as directed, accounting for all secure test materials before, during and after testing.
6) Write on the board/white board/chart paper at the time of testing: <ul style="list-style-type: none"> • start and stop times, • session number, • page numbers, and • item numbers.
7) It is recommended that if a teacher provides a '10-minute warning' to students, he/she also reminds the students to answer every question at the same time.
8) Report any missing test booklets or irregularities to the School Assessment Coordinator.
9) Return all used and unused (including damaged and alternate form) test booklets to CTB/McGraw-Hill.

Recommendations for District Policies

Each local school district should develop and adopt a district test security policy. **This policy should specify that secure materials not be delivered to school buildings more than one week (preferably less) in advance of test administration. Teachers and other school staff may not have access to secure materials more than 24-hours in advance of test administration.**¹ The policy should provide for the security of the materials during testing and the storage of all secure tests and test materials before, during and after testing. All materials should be stored at a central location under lock and key.

¹ Under the supervision of the School or DAC, a translator may read an assessment 48 hours before administering the assessment in order to become familiar with the test. However, the translator may not provide information about the test to any students before testing occurs.

Student Data Variables

CDE collects information along with CSAP/CSAPA/CO ACT test scores to satisfy many legislative requirements and to provide important data for researchers examining the way demographics interact with test results. For the 2004-2005 CSAP/CSAPA/CO ACT test year, only a few changes to the demographic data have occurred. There are three points in time for districts to provide this demographic data to CDE: pre-coded labels, which are generated prior to the test window and affixed to the test booklets during the CSAP administration, by filling in the bubbles on the student data grid on each test booklet, and via the Student Biographical Data check which occurs in the spring after the test has been taken. These 3 processes, and the data variables themselves, are described in detail below.

Pre-coded Labels

Pre-coded labels are generated to reduce the need for schools and districts to fill in data grids on test booklets. This process is **REQUIRED** by all districts, and is part of the Student October data collection. An important note about the labels:

- No blanks are allowed in any field except District Use Only – B

Districts can extract data for pre-coded labels from their student databases during data collection periods. The data must be put into a specific format and uploaded to CDE through the secure web-server on the CDE website. This server process is called the Automated Data Exchange (ADE). You can find more information about ADE on the CDE website at http://www.cde.state.co.us/utility/doc_connect_cde.htm

Note: This year a CSAPA flag will be in the October count.

Changes to Label Information on the Test Booklet

Check each student's biographical label and the student roster listing other bar code information for accuracy.

Affix the bar code label to the designated area on the front cover of the student's test booklet if the following information is accurate: STUDENT'S NAME, GRADE, BIRTH DATE, STATE STUDENT ID NUMBER, GENDER, and ETHNICITY. 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, GENDER, and ETHNICITY are correct, but any other 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 has already been affixed to a test book and the label is subsequently determined to be inaccurate, use two blank labels to place **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.

Also, if a bar code label is inadvertently placed on a test book, a student (who has a correct bar code label) may use this test book. Simply place a blank label **OVER** the inaccurate label and then affix that student's correct bar code label **OVER** the blank label.

If there is no bar code label for a student, bubble all the biographical information on the student data grid 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, they may do so, as the new school/district information will be picked up from the Group Information Sheet (GIS).

Timeline for Pre-coded Labels

There will be two opportunities to provide pre-coded label data. The first is the combined Student October/Pre-coded label collection. **The Student October/Pre-code collection opens September 13, 2004 and closes first on November 10, 2004 then opens again for those districts with waivers until December 3, 2004.** Generally, CTB will use these data collected during Student October to generate labels for the CSAP assessments. You can find more detail about the entire Student October collection at: https://shemp.cde.state.co.us/doc_toc.htm#student

Because some districts experience a lot of student mobility between October and December, an additional **Optional** pre-coded label collection is offered. **Data collection will be open from December 8, 2004 to January 7, 2005.** Districts will be allowed to resubmit all pre-coded label data, including any changes. **However, if a district participates in the additional Optional Pre-Coded Label Collection, they must resubmit the entire data file. The data collected in the additional Optional Pre-Coded Label Collection will be used to generate labels. If data is not submitted for this additional collection, the data submitted with Student October will be used.**

Student Data Grid

(Please see Appendix A for a sample of the student data.)

While the majority of students in most districts will have a pre-coded label, many students who arrive at the school after October 1st or who have changes may need to have the student data grid filled in on their test booklet. Some fields are represented on the student data grid in an identical fashion to the pre-coded labels while others are not. This is largely a result of combining the Student October collection with the pre-coded label collection.

Student Biographical Data Check

The Student Biographical Data check (SBD) occurs in the spring, usually late May through early June. Like the pre-coded labels, the process is electronic and conducted through the ADE. Districts download a file containing all the demographic data for the students who took the CSAP/CSAPA. The data comes from the pre-coded labels or the student data grid on the test booklet. Districts check the data for accuracy. It is an important step in the CSAP/CSAPA data cycle because accuracy of demographic data is critical in determining student inclusion in several state and federal reports. Detailed information about the SBD is sent in the spring.

Data Elements

Below are a listing of the data elements and detailed explanations of all the data fields. This should be viewed in tandem with a two page document, *CSAP Data Fields Matrix Across Collections for the 2004-2005 School Year*, (located at the end of this section). This gives an overview of the data fields across the different collections.

Name Information

For the Student October/Pre-coded labels collection, none of these fields can be left blank. Special care should be taken to ensure the accuracy of these fields. This information is crucial for matching the SASIDs. It is important to note, however, that punctuation (e.g., apostrophes, hyphens and language-based accent marks) will **NOT** appear on student CSAP reports. This is a limitation of the testing contractor's programs and will hopefully be changed in the future.

- **Last Name** – Pre-code: The 30 character field contains the student's last name. Alpha characters, hyphens and apostrophes are allowed. Student data grid: 11 character field with no special characters – letters only.
- **First Name** – Pre-code: The 30 character field contains the student's first name. Alpha characters, hyphens and apostrophes are allowed. Student data grid: 6 character field with no special characters – letters only.
- **Middle Name** – Pre-code: The 30 character field contains the student's middle name. Alpha characters, hyphens and apostrophes are allowed. If the student truly does not have a middle name, use **NMN** (for “no middle name”). Student data grid: 1 character field for just the middle initial. Blanks are allowed.

Birth Date

Pre-code: This field is the month, day, and **FULL** year on which an individual was born (i.e. 09151989). The Student data grid is: **MMDDYY**.

Grade

The grade codes used for pre-coded labels are derived from the Student October collection. Student October collects information on all grades, while CSAP labels are only valid for grades 3-10. Here are all the valid grade codes, with the grades pertaining to CSAP shaded. (Grade 11 will pertain to ACT as well). The following values are used for the October count collection while single digit values are used on the student data grid of the test booklet.

002	Infant (Not Valid for October Count)
004	Pre-kindergarten (Preschool)
006	Half Day Kindergarten (450+ hours)
007	Full Day Kindergarten (900+ hours)
010	Grade 1
020	Grade 2
030	Grade 3
040	Grade 4
050	Grade 5
060	Grade 6
070	Grade 7

080	Grade 8
090	Grade 9
100	Grade 10
110	Grade 11
120	Grade 12

Use the Student October definition to determine grade level, which states: “The grade level or primary instructional level at which a student enters and receives services in a school or educational institution during a given school year.”

There will be situations where the Student October/Pre-coded labels grade definition does not apply by the time of CSAP test administration, such as Alternative Schools. In this situation, if the grade designation has changed for CSAP, the school must then discard the pre-coded label and fill in the student data grid for the appropriate test. For example, a student enters an Alternative High School and is classified as a 9th grade student based upon core credits (the school's criterion for the grade in which students receive services). By the time CSAP administration occurs in March and April, this student now has enough credits to be considered a 10th grade student. In this case, the school would discard the pre-coded labels for 9th grade tests, and instead administer the 10th grade tests, filling in the student data grids with the information.

If you do not have a pre-coded label, the student data grid only allows the appropriate grade to be filled in this field.

Gender

For pre-coded labels this is a two-digit field where 01 = Female, and 02 = Male. For the student data grid fill in only one circle to indicate the student’s gender.

State Student ID, or State Assigned Student Identifier (SASID)

This is a 10-digit numeric field that is assigned by CDE. Every student who is administered the CSAP **must** have a SASID attached to their booklet, either by label or by filling in the bubbles on the student data grid. Each district has one person assigned to managing SASIDs for their district. If a SASID is needed for a student, contact the person in the district who manages them, or contact the Record Integration Tracking System (RITS) unit at 303-866-6612.

Race/Ethnicity

Information about a student’s race/ethnicity is collected by the following categories:

Race/Ethnicity --The general racial/ethnic heritage category which most clearly reflects the individual's recognition of his/her community or with which the individual most identifies.	
01	American Indian or Alaskan Native -- A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
02	Asian or Pacific Islander -- A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

03	Black (not Hispanic) -- A person having origins in any of the black racial groups of Africa.
04	Hispanic -- A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
05	White (not Hispanic) -- A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

For the Pre-coded labels, this is a two-digit field. On the student data grid, the ethnicity categories are the same but are only a one-digit field.

Primary Disability

For pre-code labels, this two-character field contains a code representing the primary disability for this student. These are now the same as the state disability codes.

00	None
01	Significant Limited Intellectual Capacity (SLIC)
03	Emotional disability
04	Perceptual/communication 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 (TBI)

The codes on the Student Data Grid now match the Pre-coded labels collection.

Language Background (This field changed please read carefully.)

Specify a language background other than 0 English, only if the student is currently being served by, monitored by, or exited from a Bilingual or an English as a Second Language program. For students whose parents refuse language services, carefully read the “Parental Refusal” section under the Language Tests and Service heading below and code students appropriately. Schools that do not offer language programs must carefully read the “Unavailability of Language Program” section under the Language Tests and Service heading and code students appropriately. Students who were never provided language services from your district (i.e., foreign exchange students who are fluent in English, multi-lingual students who during their district education have always been fluent in English) should have a language background of 0 English. An excel version of the language codes can be viewed at:

<https://ade.cde.state.co.us/ELPALanguageCodes.xls>

NOTE: An English Language Learner is a student who

- (1) a. was not born in the United States or whose native language is a language other than English; or
 - b. is a Native American or Alaskan Native or is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency; or
 - c. is migratory and whose native language is other than English, and who comes from an environment where a language other than English is dominant; and
- (2) has difficulty speaking, reading, writing, or understanding the English language, and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Language Tests and Service. Students who have been tested for English language proficiency and are currently not proficient in English, either Non-English Proficient (NEP) or Limited-English Proficient (LEP), **MUST** be provided with some type of language services whether through a Bilingual or an English as a Second Language (ESL) program. See related notes below.

Language Testing Pre-kindergarten Students. Districts are not required to test PK students for English skills, however, if a test is given and a student is found to be NEP or LEP, services must be provided

Parent Refusals. For students whose parents refuse language program assistance, service of some type must be provided through tutoring, teacher intervention or another method. Choose the language service (either Bilingual or English as a Second Language - ESL) that best fits the services provided. These students should NOT be marked as English 0 under Language Background.

Unavailability of Language Program. Although a school or district may not have a formal ESL or Bilingual program, all students currently not proficient in English, either Non-English Proficient (NEP) or Limited-English Proficient (LEP), must be provided some type of service whether through tutoring, teacher intervention or another method. Choose the language service (either Bilingual or English as Second Language - ESL) that best fits the services provided. These students should NOT be marked as English 0 under Language Background.

An **English Language Learner** as defined for Student October purposes is a student who has a Language Background other than English (0) and is currently being served or monitored by either a Bilingual or an English as a Second Language (ESL) program. The Colorado Department of Education will mark the English Language Learner status of each individual by using the Language Background, Bilingual or ESL fields. Edits using Language Background, Language Proficiency, ESL and Bilingual fields are in place to assist districts to provide accurate English Language related information for each student.

Students who were formerly served and monitored through the district's bilingual or ESL services must be marked as exited with a language proficiency of FEP and the appropriate language background codes. Exited student are no longer considered English Language Learners, but it is important to monitor success indicators for these students.

Student October/Pre-coded labels Language Background choices	Corresponding CSAP student data grid choice: Language Background
0002 – English	0 - English
1380 - Spanish	1 - Spanish
All other codes – all other language backgrounds	2 - Other

Language Proficiency

A student’s English language proficiency is described by his or her ability to comprehend, speak, read and write English. English Language Learners (ELLs) must have an English Proficiency rating and non-ELLs must be coded as zero. Codes are the same for Student October/Pre-code as they are for the student data grid.

0	Not Applicable
1	NEP – Non-English Proficient - A student who speaks a language other than English and does not comprehend, speak, read, or write English.
2	LEP - Limited English Proficient - a student, who comprehends, speaks, reads, or writes some English, but whose predominant comprehension or speech is in a language other than English.
3	FEP - Fluent English Proficient - A student who has spoken, or currently speaks, a language other than English, but who is able to comprehend, speak, read, and write English on a level comparable to his/her monolingual English-speaking peers.

ELL Program

For the Student October/Pre-coded collection, two fields require a one-digit indicator. These indicate which type of ELL program the student is enrolled. There are some changes to the definitions within these fields.

Bilingual: This one-digit field indicates whether the student is currently enrolled in a bilingual program, is being monitored or exited.

0	No or Not Applicable
1	Yes
2	Redesignated Bilingual Program (Monitored Year 1)
3	Redesignated Bilingual Program (Monitored Year 2)
4	Exited Bilingual Program (Year 3+)

ESL: This one-digit field indicates whether the student is currently enrolled in an ESL program, is in the monitoring or is exited

0	No or Not Applicable
1	Yes
2	Redesignated ESL Program (Monitored Year 1)
3	Redesignated ESL Program (Monitored Year 2)
4	Exited ESL Program (Year 3+)

To determine “Redesignated” status:

Students in a language acquisition program may be ready to be redesignated into a two-year monitoring period (Monitored Year 1 and Monitored Year 2) as determined by evaluating the following criteria as outlined by the Office of Civil Rights.

Definition of “Redesignated” student:

- a. Has achieved a "Fluent" category on a reliable and valid language proficiency assessment.
- b. Has achieved age and grade level academic achievement standards and proficiencies commensurate to the achievement of mainstream students at a partially proficient level. After one year of monitoring it is the district’s decision as to whether to place the student back into a language acquisition program or to monitor for a second year.

To determine if a student is eligible for “Exited” status:

After a 2 year monitoring period, district personnel must evaluate the student for exited status using the following criteria as a guideline: Exited students are no longer in a monitored status; it is the district’s final decision as to whether or not the student is exited.

Exited students may:

- a. Have achieved a "Fluent" category on a reliable and valid language proficiency assessment.
- b. Have achieved age and grade level academic achievement standards and proficiencies commensurate to the achievement of mainstream students at a partially proficient level.

Continuously Enrolled 1 Year: In School and In District

This categorizes students as in district or school for 12 months or more, or less than 12 months, at the time of CSAP testing, or 03/14/2004 for the spring 2005 CSAP. Code 0=No or 1=Yes for both fields. The codes are the same in the Student October/Pre-code collection and the student data grid. Examples for coding this field:

- A student enrolled in your school and district on 02/17/2004. Code 1=Yes for both fields.
- A student enrolled in your school and district on 4/15/2004. Code 0=No for both fields.
- Students who are moving from elementary to middle school, or middle school to high school, and have been enrolled in the district since 03/14/2004, should be coded 1=Yes for district, but 0=No for school.

CO ACT Continuously Enrolled 1 Year: In School in District

- For **CO ACT** (grade 11) the student must have been enrolled in a district or school since 04/27/04.

Continuously Enrolled 3 Years: ELL, Colorado and US

This categorizes students as in an ELL program, in Colorado public schools, or US public school, 3 years or less than 3 years, at the time of CSAP testing, or 03/14/2002 for the spring 2005 CSAP. Code 0=No or 1=Yes for both fields. The codes are the same in the Student October/Pre-code collection and the student data grid.

- **ELL Continuously:** This one-character field determines whether the student has continuously been in any ELL program since 03/14/02. (Bilingual or English as a Second Language). Code 0=No (or not applicable if not an ELL student), or 1=Yes.

Note! Kindergarten does NOT count towards the three years.

- **Colorado Continuously:** This one-character field determines whether the student has been enrolled in Colorado public schools since 03/14/02. Code 0=No, or 1=Yes.

Note! Kindergarten does NOT count towards the three years.

- **US Continuously:** This one-character field determines whether the student has been enrolled in United States schools since 03/14/02. Code 0=No, or 1=Yes.

Note! Kindergarten does NOT count towards the three years.

- If a student was attending a US military base school while abroad, this would count as a US public school. If, however, the student attended private or other schools outside the US military base, this would not count towards US public school continuously.

CO ACT Continuously Enrolled 3 Years: ELL, Colorado and US

- **ELL Continuously:** For **CO ACT** (grade 11) the student has continuously been in any ELL program since 04/27/02.
- **Colorado Continuously:** For **CO ACT** (grade 11) the student has to have been continuously enrolled in Colorado public schools since 04/27/02.
- **US Continuously:** For **CO ACT** (grade 11) the student has to have been continuously enrolled in United States schools since 04/27/02.

The fields are the same for the Student October/Pre-code and the student data grid.

Program

All of the fields within Program will be derived from Student October data fields mostly in the Special Program Student Support Services Participation section. These are now separate fields with a Yes, No response for each. Following is a chart that outlines how they will work.

Program Field	Student Oct Field Choices	Pre-Coded Labels (2 nd December collection)	Student Data Grid
IEP	Enter 0= No, 1= Yes	Enter 0= No, 1= Yes	Fill in 0 = No, 1 = Yes
504	Code 0 = No, 1 = Yes	Code 0 = No, 1 = Yes	Fill in 0 = No, 1 = Yes
Title 1	Enter 0= No, 1= Yes	Enter 0= No, 1= Yes	Fill in 0 = No, 1 = Yes
Oct New to School	Zero fill for this collection	Code 0 = No, 1 = Yes	Fill in 0 = No, 1 = Yes
Migrant	Enter 0= No, 1= Yes	Enter 0= No, 1= Yes	Fill in 0 = No, 1 = Yes
Immigrant	Enter 0= No, 1= Yes	Enter 0= No, 1= Yes	Fill in 0 = No, 1 = Yes
Homeless	Enter 0= No, 1= Yes	Enter 0= No, 1= Yes	Fill in 0 = No, 1 = Yes

Definitions for the Program Fields

IEP: Specially designed programs, at no cost to the parent/guardian, that meet the needs of a child with disabilities including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. The student must have an annual individualized educational program (IEP) in effect. This does not include students with a 504 plan.

504: The student is identified as handicapped under regulations implementing Section 504 of the Rehabilitation Act of 1973, but is not eligible for special education placement under the Individuals with Disabilities Education Act.

Title 1: Children that are identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the school, except that children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. Children who are economically disadvantaged, children with disabilities, migrant children, limited English proficient (LEP) children, are eligible for services under this part on the same basis as other children selected to receive services under this part.

It is important to note that if a school receives school-wide Title 1 assistance; all students should have "Yes" coded for Title 1. For schools that receive targeted Title 1 assistance, only the individual students receiving that assistance should have "Yes" coded, all others should be coded as "No."

Oct New to School: The one-digit field contains the student's enrollment status in your public school as of October 1. For the Student October collection, you must zero-fill this field because the answer is, by definition, no. For the Second Optional Pre-coded Label collection and the student data grid, "Yes" (1) should be indicated if the student is new to your school as of October 1 of the current school year.

Migrant: Specially designed program for a child who is, or whose parent/guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent/guardian, in order to obtain, temporary or seasonal employment in agricultural or fishing work:

- a. has moved from one school district to another; **AND**
- b. in a State that is comprised of a single school district, has moved from one administrative area to another within such district; **OR**
- c. resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

Immigrant: The term 'immigrant children' means individuals who:

- a. are ages 3 through 21; **AND**
- b. were not born in any State; **AND**
- c. have not been attending one or more schools in any one or more States for more than 3 full academic years.

Note! Kindergarten does NOT count towards the three years.

Some important items to note about immigrant:

- “States” are defined in legislation as the 50 states, Washington D.C., and Puerto Rico. Therefore, a student from Guam (a U.S. territory) could meet the definition of immigrant, while a student from Puerto Rico would not.
- Foreign exchange students are not immigrants.
- If a student is adopted from a foreign country he/she may be an immigrant if he/she has not attended school in any one or more States for three consecutive full academic years and has not yet received U.S. citizenship.
- Children born to U.S. citizens overseas are not immigrants.
- Determining the legality of a student’s immigration status is not a duty of the local school district. Undocumented children have the same right to attend public schools as do U.S. citizens and permanent residents. In fact, the student’s parents and the district officials have an obligation to see that the students attend school as mandated by the Colorado School Attendance Law.

Homeless: According to the 2001 McKinney-Vento Reauthorization Act, a homeless individual is one who lacks a fixed, regular, and adequate nighttime residence, including children and youth who are:

- sharing housing due to loss of housing or economic hardship (not due to cultural preference or a desire to save money).
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate housing.
- living in emergency or transitional housing.
- abandoned in hospitals.
- awaiting foster care.
- living in cars, parks, public spaces, abandoned buildings, and substandard housing, or bus or train stations.
- children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations.
- migratory children who qualify as homeless because they are living in the circumstances described above.

Not all persons living in the situations described would be considered homeless. Two major factors to consider when making a determination are the adequacy and permanence of the housing.

A flow chart for Determining Homelessness by the Definition can be accessed at http://www.nlchp.org/fa_education/flowchart.pdf

Gifted and Talented: Students who have been formally identified, using district wide procedures aligned with CDE guidelines, as being endowed with a high degree of exceptionality or potential in mental ability, academics, creativity, or talents (visual, performing, musical arts, or leadership). Students are provided instructional accommodations in the classroom, and other school or district options, on a continuum of services according to identified strengths. The instructional program provides special educational opportunities including acceleration, differentiated instruction, affective and career counseling, and high-level enrichment. A plan for services might include options and resources outside the classroom, such as parent, community, or higher-education interventions and resources.

Accommodations

For Student October/Pre-code, this field is not collected. Fill in the appropriate accommodation where necessary on the student data grid. The student data grid gives the following options:

Number	Accommodation	Applicable Tests
0	None	All
1	Braille version	All
2	Large-print version	All
3	Teacher-read directions only	All
4	Use of manipulatives (was “number line” last year)	Math only
5	Scribe	All
6	Signing	All
7	Assistive communication device	All
8	Extended timing	All
9	Oral presentation of entire test	Writing, Math & Science

Accommodations are discussed in detail elsewhere in this manual. However, it is important to note the following:

- Only one accommodation can be marked for a test.
- The accommodation must have been used in instruction for the last 3 months.

Test Invalidation

For Student October/Pre-code, this field is not collected. Fill in an appropriate test invalidation code where necessary on the student data grid. **Beginning with the 2005 CSAP administration, a field has been added for mis-administration.** The student data grid gives the following options:

Number	Test Invalidation	Choose this for:
0	Not applicable, tested all sessions	Student tested all sessions for the content area in the test booklet. This will be the correct choice for most students
1	Test deferred due to language	For English versions: The student does not sufficiently read English to be able to complete the test. For Spanish versions: the student does not sufficiently read English or Spanish to able to complete the test.
2	Taking CSAP Alternate Assessment	Student is taking the CSAPA. All students taking CSAPA must have a CSAP test booklet returned with this invalidation code marked.
4	Parental refusal	Student’s parents did not allow their child to take the CSAP
5	Test not completed	Student did not complete the test due to absence, illness, sharing of answers, or other extenuating circumstances.
6	Withdrew before completion	Student withdrew from the district before completing all sessions
7	Extreme frustration	Student attempted but had to discontinue it because student became extremely frustrated, or the student is not eligible for the CSAPA, but is unable to take the CSAP even with accommodations.
8	Non-approved accommodation/modification	An example: a parent insists the reading test is read to their child. This is not an acceptable accommodation; the child can complete the test but it will be invalidated.
9	Mis-administration of the CSAP	Some examples (but not limited to) are as follows. A proctor or school staff: <ul style="list-style-type: none"> • administers a section of the test other than the required section during a given time; • reads the reading prompts to a student or students; • does not follow the time limits of the assessment (exclusive of proper accommodations for extra time); • gives oral or visual prompts to students (exclusive of proper accommodations for such prompts); • asks student or students to change answers or take the test again; • copies of test being provided to students, teachers, parents or staff prior to the assessment; and • loses control of or not being able to account for the assessment during the test window. Students share answers during the assessment period.

District Use Only – A

This field is used for tracking Expelled students. For the Student October/Second Pre-code collections, it is part of the Special Program and Student Support Services Participation section. Mark “0” to indicate the student is not being provided with expelled services, or “1” to indicate Yes student is being provided with expelled services. On the student data grid, the field is called “District Use Only – A.” This one-digit field contains the student's enrollment status. “1” means “Expelled” and “0” (zero) means “enrolled or not expelled.” If a student is Expelled at pre-code time, but then is enrolled (not expelled) at test time, change their status to “enrolled” (not expelled) by marking “0” on the student data grid.

District Use Only – C (Free and Reduced Lunch Eligibility)

For the Student October/Second Optional Pre-code collections, this field looks like this:

Free Lunch or Reduced Lunch Eligible --Students meet the eligibility criteria for free or reduced lunch pursuant to the provisions of the “Federal National School Lunch Act.” For specific guidelines in meeting the criteria for free/reduced lunch, refer to the Rules for the Administration of the Public School Finance Act.

Note: Although a school may not provide a lunch program, eligibility should be marked, if documented.

01	Free Lunch Eligible
02	Reduced Lunch Eligible
03	Not Eligible

For the student data grid, use District Use Only – C. There are 3 ovals labeled 1-2-3.

- 1 = Free lunch eligible
- 2 = Reduced lunch eligible
- 3 = Not eligible

The meaning of the field is not indicated on the student data grid to protect student privacy. It will also not be provided on the Student Rosters that are shipped from CTB. It is recommended that a district or school administrator complete this information on the student data grid at a time and in a manner that will preserve the student’s privacy. For students without a pre-coded label, it is acceptable to leave this field blank on the student data grid and complete electronically during the Student Biographical Data check in the spring.

District Use – B

This field is used to move a student’s test scores to a different school of accountability. The need for this field occurs, for example, when a center-based student needs to have his/her test scores moved to a different school. Another situation where this field can be used is when an online student takes the CSAP at a school they do not attend. The school administering the test can use this field to code the student back to their online school. This field **must be** left blank if there are no changes to the school.

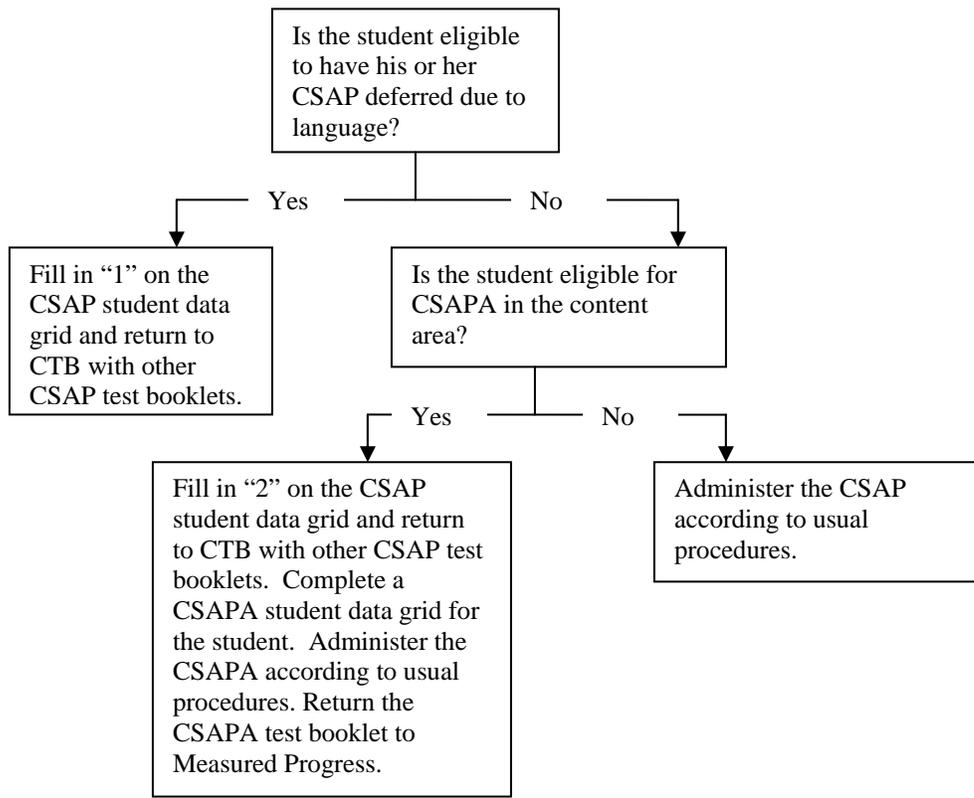
CSAPA Assessment Participant

This field is used during October Count and label collections to indicate students who qualify to take the CSAPA, CSAPA Online or 11th grade Alternate Assessment rather than the CSAP or CO ACT. For each alternate assessment participant a CSAP or CO ACT test grid (biographical information) **must be** filled out. This field serves the purpose of creating a label for alternate test takers so that CSAP and CO ACT test booklets can be produced on which the student will eventually be coded as test invalidation **2** for CSAP or testing status **C** for the CO ACT (taking the CSAP Alt. Assessment). The status of a student in this field may be updated during label collections and at the time of testing, as well as during Student Biographical Data Review.

CSAPA Test Invalidation Codes: Use these codes on the CSAPA student data grid.

Code	Test Invalidation	Choose this for:
0	Not applicable, tested all sessions	Student tested all activities for the content area in the test booklet. This will be the correct choice for most students.
4	Parent refusal	Student's parents did not allow their child to take the CSAPA.
5	Test not completed	Student did not complete the test due to absence, illness, sharing answers, or other extenuating circumstances.
6	Withdrew before completion	Student withdrew from the district before completing all activities.
9	Test mis-administration	<p>Some examples (but not limited to) are as follows.</p> <p>A proctor or school staff:</p> <ul style="list-style-type: none"> • administers a section of the test other than the required section during a given time; • reads the reading prompts to a student or students; • does not follow the time limits of the assessment (exclusive of proper accommodations for extra time); • gives oral or visual prompts to students (exclusive of proper accommodations for such prompts); • asks student or students to change answers or take the test again; • copies of test being provided to students, teachers, parents or staff prior to the assessment; and • loses control of or not being able to account for the assessment during the test window. <p>Students share answers during the assessment period.</p>
A	Taking CSAP	Student received a label and materials for CSAPA, but is taking CSAP in the content area.
B	Fragile Medical Condition	The student has a fragile medical condition that prevents him or her from taking CSAPA during the entire testing window. This is rare.

Determining Invalidation Code: CSAPA or Deferred Due to Language



For further clarification, contact Exceptional Student Services Unit.

Legal Citations for CSAP Data Elements

CSAP Data Element	Applicable law	Brief summary of legislative language
Name	HB 02-1349, CO Statute 22-7-603.7	Academic growth pilot program. Requires student identifiers to track changes at the student level over time. Change is in length of characters available for names. (Name necessary for student identification.)
Birth Date	HB 02-1349, CO Statute 22-7-603.7	Academic growth pilot program requires longitudinal study of test scores which required student identifiers to conduct. (Birth date necessary for student identification.)
Grade	CO Statute 22-7-409 (1.2)(d)(I)	Students are to take the CSAP assessment at the grade level for which the student is enrolled, as determined by the school district.
Ethnicity	CO Statute 22-7-409 (2) NCLB Sec 1111	CDE shall report the percentage of students achieving each of the performance levels by ...Race ...enable results to be disaggregated within each State, LEA and school by...each major racial and ethnic group
Gender	CO Statute 22-7-409 (2) NCLB Sec 1111	CDE shall report the percentage of students achieving each of the performance levels by ...Gender ...enable results to be disaggregated within each State, LEA and school by...gender
Student ID	HB 02-1349, CO Statute 22-7-603.7	Academic growth pilot program requires longitudinal study of test scores which required student identifiers to conduct.
Primary Disability	CO Statute 22-7-409 (2) NCLB Sec 1111	CDE shall report the percentage of students achieving each of the performance levels by ...separate disabling condition ...enable results to be disaggregated within each State, LEA and school by...students with disabilities
Language Background	CO Statute 22-24-105 (C)	Certify to the department those students in the district whose dominant language is not English.
Language Proficiency	NCLB Sec. 3121(d)(1) Sec. 1111	States shall assess children's level of English proficiency Adequate Yearly Progress (AYP) includes separate measurable annual objectives for...students with limited English proficiency
ELL Program (Bilingual or ESL)	NCLB Sec. 3121(a)(4)	State education agencies that receive Title III funds must describe the progress made by ELL students in meeting state achievement standards for each of the 2 years after no longer receiving ELL services.
Continuously in School/District for 12 months	NCLB Sec 1111	This data to determine inclusion in AYP calculations.
Continuously in ELL program for 3 years	CO Statute 22-7-409 (1) SB 02-109, CO Statute 22-7-409 (1)(d)(I)(C)	Any student who has participated in an ELL program for more than 3 years must take the CSAP in English. All grade level students who are ELL must count in the academic performance and improvement ratings either after three years of enrollment in CO public school or after a proficient score is achieved on the ELA assessment.

CSAP Data Element	Applicable law	Brief summary of legislative language
Continuously in CO public schools for 3 years	SB 02-109, CO Statute 22-7-409 (1)(d)(I)(C), 22-24-106 (1)(f)	All grade level students who are ELL must count in the academic performance and improvement ratings either after three years of enrollment in CO public school or after a proficient score is achieved on the ELA assessment. CDE must disaggregate testing data to track students identified as having a dominant language other than English who enroll in a public school in CO for 3 years or longer or are subsequently assessed as proficient in English.
Continuously in US for 3 years	NCLB sec 1111	Academic assessment in English in reading or language arts is required of any student who has attended school in the US for 3 or more consecutive school years (except Puerto Rico)
IEP	CO Statute 22-7-409 (2)	CDE shall report the percentage of students achieving each of the performance levels by ...separate disabling condition
504	CO Statute 22-7-409 (2)	CDE shall report the percentage of students achieving each of the performance levels by ...separate disabling condition
Title 1	NCLB Sec 1116 (a)(1)(A)	States must use assessment results to determine adequate yearly progress of each school receiving Title 1 funds
Oct New to School	HB 02-1349, CO Statute 22-7-409 (1.2)(d)(I)(B)	Students who transfer into a school after October 1 are to be excluded from academic performance rating.
Migrant	NCLB Sec. 1303	To receive funds, states must describe steps taken to provide all migratory students the opportunity to meet the same challenging state standards as all children are expected to meet.
Immigrant	NCLB Sec. 3241 (2)(B)	States must assist immigrant children in meeting the same challenging state academic achievement standards as all children are expected to meet.
Homeless	Sec. 772(f) McKinney-Vento Homeless Assistance Act (amended by NCLB)	States must identify the number of homeless children and youth by grade level that met or exceeded the State's proficiency level or standard on statewide assessments in reading and mathematics.
Gifted & Talented	State Board 1-CCR-301-1, 1.01 (6) & 4.01 (1) (c)	Achievement of district established goals for reducing learning gaps...measured by disaggregated CASP data for all students (as defined in 1.01 (9) which includes exceptional ability)
Expelled (District Use A)		This data is collected as part of CDE policy to include expelled students in district level reports but not as part of the SAR.
Free & Reduced Lunch (District Use C)	CO Statute 22-7-409 (2) NCLB Sec. 1111	CDE shall report the percentage of students achieving each of the performance levels by school ...socio-economic status as determined by the number of students eligible for free or reduced lunch Adequate Yearly Progress includes separate measurable annual objectives for...economically disadvantaged students

CSAP Data Matrix Across Collections for the 2004-2005 SY

Data Field (Shaded rows are different across collections)	Student Oct Field Choices	Second Optional Pre-Coded Label Collection	CSAP Student Data Grid
District Code	First 4 characters of record number	First 4 characters of record number	Part of header sheet
School Code	4 digit field, valid state school code	4 digit field, valid state school code	Part of header sheet
Last Name	30 characters; e.g., alpha, hyphens and apostrophe's	30 characters; e.g., alpha, hyphens and apostrophe's	11 characters, no punctuation
First Name	30 characters; e.g., alpha, hyphens and apostrophe's	30 characters; e.g., alpha, hyphens and apostrophe's	6 characters, no punctuation
Middle Name	30 characters; e.g., alpha, hyphens and apostrophe's	30 characters; e.g., alpha, hyphens and apostrophe's	1 character, no punctuation
Birth Date	Full year dates, e.g., 01/01/1970	Full year dates, e.g., 01/01/1970	Shortened year dates, e.g., 01/01/70
Grade	3 digit field, e.g., 030 = grade 3	3 digit field, e.g., 030 = grade 3	1 or 2 digit field, e.g., 3 = grade 3, 10 = grade 10
Ethnicity	2 digit field, e.g., 01 = American Indian	2 digit field, e.g., 01 = American Indian	1 digit field, e.g., 1 = American Indian
Gender	2 digit field, e.g., 01 = female	2 digit field, e.g., 01 = female	Circle next to female is darkened to indicate gender
SASID	10 digit field	10 digit field	10 digit field
Primary Disability	State disability codes, 2 character field, e.g., 00 = none	State disability codes, 2 character field, e.g., 00 = none	State disability codes, 2 character field, e.g., 00 = none
Language Background	Comes from the Language Background section of Student October. 0002 = English 1380 = Spanish Other languages are specified by their individual codes	Comes from the language Background section of Student October 0002 = English 1380 = Spanish Other languages are specified by their individual codes	0 = English 1 = Spanish 2 = Other
Language Proficiency	1 digit field	1 digit field	1 digit field
ELL Program (not to be confused with Student October language background)	Bilingual: 5 – 1 digit choices, ESL: 5 - 1 digit choices	Bilingual: 5 – 1 digit choices, ESL: 5 - 1 digit choices	Bilingual: 5 – 1 digit choices, ESL: 5 - 1 digit choices

Data Field	Student Oct Field Choices	Second Optional Pre-Coded Label Collection	Student Data Grid
Continuously Enrolled 1 Year: School & District (since 03/14/2004 CSAP; 04/27/04 CO ACT)	Two 1-digit fields: In District: yes or no, In School: yes or no.	Two 1-digit fields: In District: yes or no, In School: yes or no.	Two 1-digit fields: In District: yes or no, In School: yes or no.
Continuously Enrolled 3 Years: ELL, Colorado, US (since 03/14/2002 CSAP; 04/27/02 CO ACT)	Three 1-digit fields for each item: ELL, Colorado, US; yes or no	Three 1- digit fields for each item: ELL, Colorado, US; yes or no	Three 1-digit fields for each item: ELL, Colorado, US; yes or no
IEP	Mark 0= No 1=Yes	Mark 0= No 1=Yes	Fill in 0 = No, 1 = Yes
504	Mark choice 0 = No, 1 = Yes	Mark choice 0 = No, 1 = Yes	Mark choice 0 = No, 1 = Yes
Title 1	Mark 0= No 1=Yes	Mark 0= No 1=Yes	Mark choice 0 = No, 1 = Yes
Oct New to School	Must be 0 (no) for this collection	Mark choice 0 = No, 1 = Yes	Mark choice 0 = No, 1 = Yes
Migrant	Mark 0= No 1=Yes	Mark 0= No 1=Yes	Mark choice 0 = No, 1 = Yes
Immigrant	Mark 0= No 1=Yes	Mark 0= No 1=Yes	Mark choice 0 = No, 1 = Yes
Homeless	Mark 0= No 1=Yes	Mark 0= No 1=Yes	Mark choice 0 = No, 1 = Yes
Gifted & Talented (GT)	Mark 0= No 1=Yes	Mark 0= No 1=Yes	Mark choice 0 = No, 1 = Yes
District Use Only-A (Expelled)	Mark 0= No 1=Yes	Mark 0= No 1=Yes	Mark choice 0 = No, 1 = Yes
District Use Only-B (School of Accountability)	4 digit field, school code or blank	4 digit field, school code or blank	4 digit field, school code or blank
District Use Only-C (Free and Reduced Lunch eligibility)	2 digit field, e.g., 01 = free lunch eligible	2 digit field, e.g., 01 = free lunch eligible	1 digit field, no labels to mask meaning, e.g., 1 = free lunch eligible
Accommodations	Not valid for this collection, zero fill	Not valid for this collection, zero fill	1 digit field
Test Invalidation	Not valid for this collection, zero fill	Not valid for this collection, zero fill	1 digit field
CSAP Alternate Assessment Participant Designation	Mark 0= No 1= Yes	Mark 0= No 1= Yes	Not valid, indicated by test booklet (test invalidation field = 2)

Administration

2005-2006 CSAP Testing Windows

February 14-25, 2005	March 14-April 15, 2005	February 13-24, 2006	March 13-April 14, 2006
Grade 3 Reading and Lectura	Grade 3 Writing and Escritura Grade 4 Lectura and Escritura Grades 4 – 10 Reading and Writing Grades 3 – 10 Math Grade 8 Science	Grade 3 Reading and Lectura	Grade 3 Writing and Escritura Grade 4 Lectura and Escritura Grades 4 – 10 Reading and Writing Grades 3 – 10 Math Grades 5, 8, & 10 Science

CSAP Assessments: 2002 - 2006

Grade Level	2002	2003	2004	2005	2006
Grade 3	Reading - Lectura Writing	Reading - Lectura Writing - Escritura	Reading - Lectura Writing - Escritura	Reading - Lectura Writing - Escritura Mathematics	Reading - Lectura Writing - Escritura Mathematics
Grade 4	Reading - Lectura Writing - Escritura	Reading - Lectura Writing - Escritura	Reading - Lectura Writing - Escritura	Reading - Lectura Writing - Escritura Mathematics	Reading - Lectura Writing - Escritura Mathematics
Grade 5	Reading Writing Mathematics	Reading Writing Mathematics	Reading Writing Mathematics	Reading Writing Mathematics	Reading Writing Mathematics Science
Grade 6	Reading Writing Mathematics	Reading Writing Mathematics	Reading Writing Mathematics	Reading Writing Mathematics	Reading Writing Mathematics
Grade 7	Reading Writing Mathematics	Reading Writing Mathematics	Reading Writing Mathematics	Reading Writing Mathematics	Reading Writing Mathematics
Grade 8	Reading Writing Mathematics Science	Reading Writing Mathematics Science	Reading Writing Mathematics Science	Reading Writing Mathematics Science	Reading Writing Mathematics Science
Grade 9	Reading Writing Mathematics	Reading Writing Mathematics	Reading Writing Mathematics	Reading Writing Mathematics	Reading Writing Mathematics
Grade 10	Reading Writing Mathematics	Reading Writing Mathematics	Reading Writing Mathematics	Reading Writing Mathematics	Reading Writing Mathematics Science

2005 CO ACT Testing Window

2005 CSAPA Testing Window

April 27, 2005	February 1-March 18, 2005
Grade 11 CO ACT; CO ACT Make-up: May 11, 2005	See Appendix A for grade levels and content areas being assessed.

Scheduling for CSAP Administration

- All test sessions must be held during the appropriate testing window.
- The scheduling of specific sessions is determined by the district or school and should be set up in advance of the testing window. Test sessions can be administered in any order **except for writing sessions 1 and 2, which must be taken in consecutive order with no weekend intervening.** Sessions 1 and 2 of the Writing Assessment can be given on the same day so long as they are given in the correct order. These sessions include the extended writing component in which session 1 is the planning component and session 2 is the final draft. Please note that a large time lapse between sessions 1 and 2 could hurt student performance.
- While the scheduling of test sessions is left to the discretion of each district or school, CDE asks that considerations be made as to what would be in the best interest of the students. **While administering the entire test on one day might work well for scheduling, this situation might be overly demanding on the students.**
- CDE strongly recommends that, whenever possible, all schools within a district administer the same test sessions on the same days in order to promote test security. For example, CDE recommends that all schools within the district with a **9th** grade administer the same **9th** grade reading test session on the same day.
- If a student misses a session due to illness or some other legitimate reason, make-up sessions must be held before the end of the testing window. Make-up tests are considered valid so that schools and districts are not unfairly penalized for legitimate student absences. While the chance for interaction with students who have already tested is a reality, it is reduced as time passes between the original and make-up testing while the student is absent.

Time Limits

- Time limits for Math and Science sessions are 55 minutes while Reading and Writing are 50 minutes each. Optional “break time” is included in this total. Students are allowed an additional 10 minutes without requiring documentation.
- While all students are allowed an additional 10 minutes to complete the assessment, **only students with a documented accommodation may have additional time beyond the 10 minutes.**
- “**Break time**” is allowed; however it counts toward the 60-minute (reading and writing) or 65-minute (mathematics and science) time limit for a session.
- Students with accommodations that allow additional time beyond 10 minutes should be tested in a separate room to prevent distractions caused by other students who require less time.

Preparing the Classroom for the CSAP

Choice of testing rooms

- Rooms must have adequate lighting, heat and a quiet atmosphere.
- Ideally, a testing room should be a typical size classroom.
- Larger rooms may be used, but must have adequate security (see personnel section below).
- An adequate writing surface should be provided that accommodates the test booklet.

Freedom from distractions

- Only people involved in taking or administering the test should be in the room.
- Appropriate actions should be taken to reduce noise such as turning off alarms or bells.
- Place a **DO NOT DISTURB** sign on the door of the testing room.

Seating arrangements

- Enough space should be allowed between students to prevent the sharing of answers.

Room Materials - General Guideline - Anything posted in a classroom used for CSAP administration that provides information which could direct students to a correct answer to any test question must be covered or removed.

Here are some other guidelines to consider:

- If it guides the student to an answer, cover it.
- If the poster tells the student how to use the information provided, cover it.
- The state does not intend for the testing classroom to be sterile. Hence, we do not need to take down/cover everything.
- It is okay for a poster to cue the student to a process, as long as it does not guide them through the process (guiding them to the answer).
- Anything remaining on the walls needs to have been up for instruction prior to testing.

Some Examples of Materials that Do Not Need to be Covered	Some Examples of Materials that Must Be Covered
1) Posters with letters and sounds may remain on the walls and uncovered.	Posters that remind students of specific reading comprehension strategies need to be covered.
2) Displaying only the colors in order is okay, because it does not guide the writer to the meaning and use of the colors.	All posters produced by Read-Write/Step-Up to Writing need to be taken down or be covered, because they have a heading indicating how the information can be used, and they provide examples.
3) Likewise, a poster with symbols may remain uncovered, if the symbols are not labeled. For instance, a poster with the heading “Narrative” and a triangle, box, and circle with a twist may remain uncovered as long as the triangle is not labeled “characters, where/when problem.” Also, the box must not be labeled, “What happens on the way to the solution,” nor the circle labeled, “Solution with a twist.”	Posters of a stoplight or Green/Yellow/Red/ Yellow/Red/Yellow/Red/Green must be covered if the poster tells what each color means. For instance, a poster of a stoplight that has “Go Sentence” written in the green light, “Slow Down! Reason, Detail, Fact, Transition” written in the yellow, “Stop and Explain” typed in the red circle, and “Go Back and Remind the Reader” in the last green light,” must be covered.
4) When the test is not a writing test, all writing posters may remain on the walls.	Cover posters that define different kinds of writing (narrative, expository, descriptive, etc.).
5) Posters that refer to a process for approaching a test question may remain uncovered, since it does not guide a student to a specific answer.	“Power Flowers” or posters with words and synonyms must be covered.
6) Posters referring to a process for approaching a problem may remain on the walls.	A step-by-step poster of how to do long division, for example, must be covered.
7) Math word walls may remain uncovered as long as the words are not accompanied by their definitions.	Multiplication charts must be covered.
8) Number lines containing only whole numbers may remain on the walls. Hundreds charts may remain on the walls.	Number lines containing fractions, decimals or irrational numbers must be covered.
9) CSAP rubrics and writing checklists; however, contents cannot be altered in any way (e.g., color coding). They are available on CDE’s website: www.cde.state.co.us/index_assess	Rubrics that cue a student to the correct response or that provide hints to improve the overall student response.
	Word walls need to be covered; however, letter strips do not need to be covered.
	Cover posters with punctuation marks accompanied by the name and correct usage.

Please note that no exhaustive materials list will be created due to the limitless possibilities. Always refer to the general guideline when making decisions about what should and should not be posted during CSAP administration.

Personnel/Proctors

- Minimally, there must be one proctor for each testing room.
- When more than 25 students are in one room, the student-to-proctor ratio must not exceed 25 to 1. For example when 43 students are in a testing room, there **must** be 2 proctors.
- **Proctors must remain attentive and remain in the room during the entire testing session. They should circulate throughout the room during the test. (Reading, grading papers or other work should not be performed.)**
- Identifying items students did not complete either during or after the test and pointing these out to students **is not** allowed. Test administrators should remind students to complete all of the items as a part of the general instructions and they **may** remind students to check to be sure they have completed each session.
- The District Assessment Coordinator or School Assessment Coordinator must train all proctors.
- Schools should use district/school employees as proctors. Volunteer proctors may only be considered when a school has no personnel available to proctor the test. If parents are being considered to administer the assessment, they **may not** proctor an assessment that their child is taking. **All individuals who administer the CSAP must receive the training provided by the district.**
- Proctors **must not** be assigned to a room where a relative is being tested.
- If all school and district personnel have been exhausted, parent aids may administer tests to students; however, a parent **may not** administer an assessment to his/her child. **Please note; however, that all assessment administrators must be trained by either the School Assessment Coordinator or District Assessment Coordinator and follow all standard administration policies and procedures.**

What Students Are Allowed To Do During Assessment Sessions

- **Students should not be allowed to use scratch paper or ‘Post-its’. All work should be done in the designated area of the test booklet as long as it does not impede scoring (see below).**
- **Writing in the margins outside of the borders of the pages is not allowed. If a student covers the tracking bars in any way, this will cause a problem with scoring.**
- **Students must not use highlighters, markers, colored pencils or mechanical pencils because the scanner will not read the response. Pens are not allowed because the ink can bleed through to the other side of the page and impact the scoring of the test.**
- **With the exception of certain sessions in Grades 9 and 10 Mathematics, students must not use calculators for the CSAP Mathematics assessment**
- Students may underline in their test booklets **lightly**, with a No. 2 pencil; however, school and district personnel should be cognizant that the students’ scores could be adversely affected if the underlining is **too** dark or inadvertently crosses response bubbles.
- Writing prompts on the blackboard **is not allowed**. The directions for the grades 4-10 Writing assessment allows a student to review the prompt, his/her plan, and their initial draft prior to writing their final draft in the test booklet.
Beginning in 2005, for short constructed responses, there will be an optional planning area for each of the prompts on the last page of the draft booklet. **(See Appendix A for sample of Planning Page.)**
- **Do not use tape on any tears in the test booklet.**
- ELL students may use a word-to-word translation dictionary. This dictionary can provide only word equivalents and **not** definitions. (ESL publishers carry a vast assortment of this type of dictionary in their catalog listings for approximately \$16.00.)

- Students **are not allowed** to write when finished with a testing session. First, as indicated above, they are not allowed scratch paper on any assessment. Secondly, students could copy questions and answers of nearby students, which would be a breach of test security.

Editing Tasks Directions

A student will have to look carefully at each underlined word or phrase in the editing task. If there is a mistake, the student will make the correction in the space above the underlined word or phrase. If there is no mistake, the student will write “OK” (or “Correcto” for the Spanish version) above the underlined word or phrase.

If a student makes no attempt on the entire editing task, he/she will receive no credit for the editing task, but he/she may still receive a score for the test as a whole as long as a final draft of the extended prompt has been written in the test booklet.

Spelling Words for Students

If a student asks, a word can be spelled for an ELL student in his/her native language during the mathematics, reading and science assessments as these tests do not assess a student’s spelling ability to write in English. The Assessment Administrator may spell the word in the student’s native language, but please **note** that words **may not** be spelled for any student for the writing tests.

Unforeseeable Circumstances

Very frequently, students suffer from unforeseeable circumstances less than three months prior to the start of testing, such as a broken arm or a car accident. If, as a result of these unforeseeable circumstances, a student requires a standard accommodation for CSAP (e.g.; a scribe is needed for a student who breaks his or her writing arm), the student may be provided the necessary accommodation or accommodations. **Please note that this exception pertains only to unforeseeable circumstances and not those that could have been reasonably predicted by school or district personnel.**

If a student is going in for major surgery and will miss the entire testing window due to rehab time, the school must still account for this student if he/she is still enrolled. A blank test booklet must be submitted with a completed student data grid, and by coding ‘5 – Test not completed’ in the Test Invalidation box.

Students Who Move on to Another Session Without Permission

When students have completed one session of a test and then move on to the next session without receiving specific instructions from an Assessment Administrator to do so, the test has been mis-administered. The standard consequence of mis-administering a test is the invalidation of that test. In order to be fair to the students and given the nature of this problem, the following guidelines have been developed to deal with the issue of students moving on to a new session without instructions to do so from an Assessment Administrator:

- If an Assessment Administrator discovers that a student has moved on to another session without proper instructions to do so and has only accessed questions in the test booklet after turning the page once to start the next session, the Assessment Administrator must immediately stop the student and take the test booklet from the student. The student will be allowed to finish the remaining portion of the partially completed session when all other students are scheduled to complete that session, but the student may **not** change the answers to questions he or she has already attempted.

- If an Assessment Administrator discovers that a student has moved on to another session without proper instructions to do so and has accessed questions beyond the initial page(s) in the next session, i.e., turned more than one page, the Assessment Administrator must immediately stop the student and take the test booklet from the student. (See the example below.) The student may **not** make up that session but the student may complete any other sessions that have not been attempted.

An Example:

Assume that students in a class are working on session 3 of the 9th grade Reading assessment, which begins on page 13 and ends on page 24. Two students move on to session 4, which begins on page 26 and ends on page 39, without specific instructions from the Assessment Administrator to do so. Student 1 answered only the question on page 27, which is accessible after turning the page once to start the session. Student 2 answered the question on page 27, but also turned to page 28 and answered three more questions. Given the guidelines above, Student 1 should be stopped immediately and allowed to continue session 4 when the rest of the class is scheduled to take it, but he/she **may not** change the answer to the question on page 27. Student 2 should be stopped immediately and **may not** make up session 4.

Valid Attempt Rules

The purpose of the Valid Attempt Rules is to identify students who may not have completed enough of the assessment to have a valid score.

Students must attempt at least five items per session in order to receive a score on the reading, mathematics and science assessments.

For the writing assessment during Session 1, due to the nature of the tasks involved, there is no rule. Beginning with the 2002 CSAPs, the scoring rule for Session 2 was changed to allow a student to receive a score if the student makes an attempt on either the editing task or on the final copy essay. A valid attempt on the editing task is defined as at least one change to the underlined words or phrases, including the student's indication that an item is correct by writing the letters "OK" above the word or phrase. (Note that "validly respond to at least one item in the Editing task" now requires an active response from the student. Previously, the "correct as is" response required no action on the part of the student.) During Session 3 of writing, a student must attempt five of the items to have a valid attempt.

Students Who Become Ill During Testing

If a student becomes ill after accessing questions in the test booklet only after turning the page to start a session, the student may make up the session at a later time, but he or she **may not** change responses to any questions he or she has already answered. If the student has accessed items beyond the initial page(s) of a session, the student **may not** make up the session, but the student may complete any other sessions that have not been attempted.

What Students Are Allowed To Do After Testing

After completing a session of one of the CSAP assessments, students have only two options; they may either read or sit quietly until the test session is over.

- Students **may not** write. **No scratch paper or written class assignments** are permitted on a student's desk at any time during a test session. If the student is sure he/she is completely done with the test before the time expires, the proctor should remove test booklet from the desk/working area. This eliminates the chance of the student going on to another test section, doodling, or coloring on the test booklet. Once the test booklet is removed, the student may sit quietly or read.
- Students may not engage in any other activities (e.g., listening to head phones, using cell phones, playing hand-held video games). If there is inappropriate behavior that is bothering other students, then the proctor should follow the school's discipline procedures, i.e. removal of the student from the testing area or other agreed upon established procedure.

Test Invalidation

Issues surrounding test invalidation and how they are scored:

- If a student does not complete one session of an assessment, the entire assessment is invalidated. Please note that when two tests are contained in one test booklet (i.e.; Reading and Writing), one test may be invalidated without invalidating the other test.
- If a student misses a session that contains both reading and writing (i.e.; the session is mainly reading with one short constructed response writing question), only the reading test will be invalidated and receive a 'No Score'. While the student will receive no points for the one short constructed response item he or she missed, the student will still receive a score for the writing test, provided no other writing sessions were missed.
- In session 1 of the writing, if a student does not complete the plan for the draft, no point is earned for the plan.
- If a test booklet is invalidated, with a code other than '0 – Does not apply as student completed all testing sessions', the test **will not** receive a score.

Accommodations

What are Accommodations?

Accommodations are changes made to the assessment procedures in order to provide a student with access to information and an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. An accommodation does not change the instructional level, content or the performance criteria. It “levels the playing field” but does not provide an unfair advantage. The intent of an assessment is to describe all students’ true levels of achievement with the greatest accuracy. The general CSAP offers an array of **standard accommodations** designed to allow students to demonstrate appropriately their knowledge and skills.

Who Will Decide Which Students Will Require Accommodations?

The educational team, including the teacher who is primarily responsible for delivering instruction in the content area being assessed, determines which accommodations a student may require. There must be written documentation that the accommodation(s) is used in daily instruction in order for students to use the standard accommodation(s) for CSAP. Students with disabilities should have the standard accommodations listed on his or her IEP or 504 Plan. If the student has an IEP, the IEP team, comprised of the general educator, specialist, parents and student, should make the decision. Other examples of written documentation include an ILP and written notes in a teacher’s lesson plan book or student’s permanent file. Please note that accommodations should be shared with teachers working with the student as well as the student’s parents/guardian.

All students are eligible for a **standard accommodation** listed in the following table. However, the student must have received the same accommodation for instruction and assessment in the content area for **at least three months prior** to the CSAP administration. Using an accommodation during assessment that is not used during instruction may be detrimental to the student’s performance on the assessment. **Note: Accommodations are determined on an individual student basis; therefore, an accommodation (such as extended timing) is not an acceptable practice for an entire class.**

Criteria for Selecting Accommodations on the CSAP

1. **Accommodations must have been used during instruction in that content area three months prior to the assessment so the student is familiar with them.** As accommodations are identified as appropriate during instruction, they should be added to a student’s IEP, 504 Plan, ILP, English Language Acquisition Plan or other teacher developed plan that guides student instruction.
2. Accommodations are content-area specific. Therefore, only those accommodations the student requires for the specific content area being assessed may be selected.
3. The possible effects on the student of allowing the accommodations must be considered. Some accommodations may not help the student and may actually have the opposite effect.
4. Accommodations are content-area specific. For example, a student who requires a Braille version or a scribe will probably also require extra time; however, the principal accommodation in this situation would be Braille version of the assessment.

5. The possible effects on the student of allowing the accommodations must be considered. Some accommodations may not help the student and may actually have the opposite effect.
6. A student may be allowed more than one accommodation. For example, a student who requires a Braille version or a scribe will probably also require extra time.
7. A student with limited English proficiency is entitled to the same instructional and assessment accommodations as his or her English-speaking peers. For example, a Spanish-speaking student who is visually impaired may require a large-print Spanish version of the assessment.

What About Students Who Recently Moved Into The District Or Sustained An Injury That Require An Accommodation?

If a student moves into the district just prior to the test and no documentation is available about accommodations that had been used in instruction, the student's former school should be contacted for all relevant documentation (e.g., IEP, ILP, etc.). If no documentation can be obtained, the student and his/her parent/guardian should be consulted regarding accommodations the student received during instruction over the past three months. The student will then be eligible for any standard accommodations he/she has received in instruction three months prior to the assessment window.

In the case where a student sustains an injury just prior to or during the assessment, such as breaking an arm, the student may be provided with accommodations that will make the assessment more accessible. The accommodation(s) used must be documented on the data grid of the student's test booklet.

What About Students Who Have Been Receiving Accommodations During Instruction That Are Not Listed As A Standard Accommodation?

There may be some instances where a student has been receiving an accommodation during instruction that is not available as a standard accommodation for the CSAP. This may include such requests as test booklets in larger than 18-point font or use of individualized communication equipment related to a student's needs. In this case, the instructional team may apply through the District Assessment Coordinator (DAC) for consideration of a **nonstandard accommodation** to the Colorado Department of Education. Representatives from the Assessment, English Language Acquisition, Title 1 and Exceptional Student Service units will review each request. Where the CDE representatives determine that the accommodation maintains the integrity of the assessment, the use of the nonstandard accommodation will be approved.

If the accommodation requested is determined to affect the validity or comparability of assessment results or is identified as a modification, such as reading the reading test, allowing graphic organizers during the writing assessment, or providing multiplication tables for the math CSAP, and is not approved through the Colorado Department of Education, the team has several options. The student may test with or without the standard accommodations. The team however may decide that the student must have the **non-approved accommodation/modification**. In this case, the student will be assigned a "no score" for the purposes of state, district and school CSAP reports and school accountability reports.

How Will Accommodations Be Documented and Reported?

The test booklet of students using accommodations should be coded to reflect the use of **standard accommodations** on the data grid and the student may then use that accommodation during the assessment administration. Since only one accommodation may be coded on the data grid, the accommodations considered to be the most impacting on a student’s performance should be marked (e.g., if a student receives extra time and also has his/her responses scribed, **Scribe** should be marked on the booklet). Scores of students who test using approved accommodations will be included in all CSAP reporting. There is no scoring penalty for administering the CSAP using approved accommodations. If the assessment is administered with the non-approved accommodation/modification, the CSAP test booklet must be coded as an invalid test under the category of **non-approved accommodation/modification** used. Assessments taken under nonstandard administration will be invalidated. (Information on student performance on released items may be available from the District Assessment Coordinator upon special request.)

CSAP Accommodations That MUST Be Documented for Reading

Timing/Scheduling
<ul style="list-style-type: none"> • Time extension of more than 10 minutes in a session. Any student who may need more than 60 minutes to complete a test session should be identified ahead of time whenever possible and preferably the assessment should be administered in a separate setting. This accommodation should be documented only if the student actually takes more than 10 extra minutes to complete the session. • Administering more, but shorter, sessions, when the total testing time exceeds 60 minutes. A session must be completed in a single day.

Presentation	Response
<ol style="list-style-type: none"> 1) Braille version of the assessment. 2) Standard 18-point large-print version of the assessment. A nonstandard accommodation form must be completed to request booklets larger than 18 point font. 3) Reading aloud of only the directions for the reading assessment. 4) Reading aloud in the student’s native language of only the directions for the reading assessments. 5) Signing of only the directions for the reading assessments. 	<ul style="list-style-type: none"> • Use of scribe to write oral responses or fill in bubbles in test book. • Use of a scribe to write oral responses to constructed-response items. • Use of signing or pointing as alternative responses. • Use of assistive technology restricted to: <ul style="list-style-type: none"> ○ augmentative communication devices ○ computers ○ word predictor programs ○ personal portable keyboards such as an AlphaSmart ○ Braille <p>Voice output must be disabled during the reading assessments. If the communication device produces a typed response, the response must be transcribed into a scannable test book for scoring exactly as it is written.</p>

CSAP Accommodations that MUST Be Documented for Mathematics, Science and Writing

Timing/Scheduling
<ul style="list-style-type: none"> • Time extension of more than 10 minutes in a session. Any student who may need more than 60 or 65 minutes to complete a test session should be identified ahead of time whenever possible and preferably the assessment should be administered in a separate setting. This accommodation should be documented only if the student actually takes more than 10 extra minutes to complete the session. • Administering more, but shorter sessions, when the total testing time exceeds 60 or 65 minutes per session. A session must be completed in a single day.

Presentation	Response
<ol style="list-style-type: none"> 1) Braille version of the assessment. 2) Standard 18-point large-print version of the assessment. A nonstandard accommodation form must be completed to request booklets larger than 18 point font. 3) Signing of the entire assessment, including word problems. 4) Use of additional manipulatives for the mathematics assessment, such as number lines, “Touch Math,” and counting beans. 5) Oral Presentation in English: <ul style="list-style-type: none"> ○ For writing, mathematics and science, test directions, glossary words and their definitions, questions/prompts and response options¹ may be read aloud. 6) Oral Presentation in the Student’s Native Language: <ul style="list-style-type: none"> ○ For mathematics and science, test directions, glossary words and their definitions, questions and response options² may be read aloud in the student’s native language. ○ For writing, test directions and glossary words and their definitions are the only parts of the test that may be read aloud. Translating and reading aloud of questions and/or response options is not allowed. 	<ul style="list-style-type: none"> • Use of scribe to write oral responses or fill in bubbles in test book. • Use of a scribe to write oral responses to constructed-response items. • Use of a scribe to translate a student’s oral responses from a language other than English into the test book.² • Use of signing or pointing as alternative responses. • Use of assistive technology restricted to <ul style="list-style-type: none"> ○ augmentative communication devices ○ computers ○ word predictor programs ○ personal portable keyboards such as an AlphaSmart ○ Brailers • Spell-checking and grammar-checking capabilities must be disabled during the writing assessment. If the communication device produces a typed response, the response must be transcribed into a scannable test book for scoring exactly as it is written.

¹ Response options on multiple-choice questions may be read aloud for the writing, mathematics, and science assessments, except those designated through additional material distributed by the Colorado Department of Education.⁴

² Translation of student responses from the student’s native language into English is not an allowable accommodation for writing tests.

Accommodations That DO NOT Need to Be Documented for Any Content Area

Timing/Scheduling	Setting/Environment
<ol style="list-style-type: none"> 1) Time of day. 2) Time extension of up to 10 minutes in a testing session. 3) Allowing stretch breaks for groups or for individual students as needed. 4) Scheduling of sessions to include more breaks, as long as the total testing time does not exceed 10 extra minutes. 5) Scheduling more time between sessions. Any session must be completed within a single day. The entire assessment must be completed within the testing window. 6) Scheduling of sessions in a different order, except for the writing assessment. The drafting of the extended response in grades 4-10 must be completed before the editing session, and the two sessions must occur within the same week. 	<ul style="list-style-type: none"> • Location appropriate to the testing needs of students. • Grouping students: whole classroom, small groups, and individual administration. • Administration of the assessment with or without accommodations by individuals other than the student's usual teacher(s) such as special educators, paraprofessionals, and teacher's aides. Students may not have the assessment administered to them by a relative.
Presentation	Response
<ol style="list-style-type: none"> 1) Use of devices normally used by students for kinesthetic, visual, or auditory assistance (e.g., pencil grips, noise buffers, visual magnification devices/technology [e.g., hand held magnifiers, CCTVs, screen enlargement programs], and auditory amplification devices such as hearing aids). 2) Rereading the script in the administration manual to all students when requested by any student. (Note that this does not refer to reading the test directions for students aloud.) 	<ul style="list-style-type: none"> • Spelling words to students who request it, with the exception of the writing assessment where spelling will be scored.

Large Print or Braille Tests

Large Print

Large print is primarily an accommodation used by students with visual impairments. However, there may be students who have been using large print materials during his/her daily instruction that will benefit from having access to a large print CSAP test booklet. A standard 18-point font test is available for these students when ordered through CTB/ McGraw-Hill. The 18-point font test is considered a standard accommodation. Test booklets for students who require a larger than 18 point font must be ordered through the Nonstandard Accommodation Request Process.

Braille tests, however, are for use by students who are blind/visually impaired. Braille test booklets for students who are blind/visually impaired are provided by CTB/McGraw-Hill, who has contracted with a Braille production agency outside of Colorado. Braille and standard large print tests are no longer produced through the Colorado Instructional Materials Center.

Ordering Test Books

Large print and Braille test materials must be ordered through the District Assessment Coordinator (DAC). In the case of a student with visual impairment, the certified teacher(s) in the area of visual impairment in each administrative unit should order the appropriate Braille (uncontracted or contracted formats) or standard large print tests for his/her student through the DAC. For students requiring standard 18-point font tests and who do not work with a teacher certified in the area of visual impairment, the classroom teacher must order the tests through the DAC.

In September, CTB/McGraw-Hill will e-mail a Braille and standard large print request form to each DAC. **Only one district order should be completed and faxed to Angelica Gordon at 1.800.538.9547 X6316, fax 1.888.282.9579. The final DAC request for these specialized formats must be submitted to CTB/McGraw-Hill by December 3, 2004.** Information that teachers should give to the DAC per student tested:

1. District name and number
2. Name of student's school
3. Name of student
4. Student's grade
5. Format Needed
 - Uncontracted Braille (Grade 1) OR
 - Contracted Braille (Grade 2) OR
 - Standard large print (18-point type)

If the teacher certified in the area of visual impairment has determined through the Literacy Modality Assessment process, that the student requires a font size larger than the standard 18-point size, a request must be made for a nonstandard accommodation. **The request must be submitted to the Colorado Department of Education by January 7, 2005, for all grade level assessments.** Please refer to instructions provided in this manual for obtaining approval of a nonstandard accommodation or read the instructions posted on the web at: http://www.cde.state.co.us/index_assess.htm.

Answer Sheets for Large Print and Braille Tests

Students who use a large print and/or Braille test format may record answers directly on the adapted format copy of the test, may use a scribe, or other techniques for response as designated in the student's IEP. On completion of testing, the student's test responses must be transferred into a regular print test booklet. When the student has used Braille as a response format, the transfer of this information into the regular print assessment booklet should be completed by an appropriate professional; such as, a teacher certified in the area of visual disabilities or a district Braillist.

Returning Completed Tests

All transcribed test booklets, along with the original Braille and standard large print tests, should be returned to the CTB/McGraw-Hill Scoring Center with your other CSAP test materials. They should not be retained in Colorado.

Coding for Accommodations

If a student uses a Braille CSAP Test format, the bubble in the student data grid indicating that the student is using a Braille version of the test should be filled in.

Scribing

Scribing is an accommodation for students unable to fill in and/or write answers directly in the test booklet. In addition, all other criteria for the use of accommodations (e.g., use in instruction for at least three months) must also be met before scribing may be used as an accommodation on the CSAP assessments. Please note that only the student and the scribe may be in a room during testing.

During administration, the student must read the test directions, questions and response options himself/herself unless the student is also receiving the oral presentation accommodation. The following directions describe the procedures for marking or writing answers in the test booklet by content area.

Math, Science and Reading

- For multiple choice items, the student must point to or otherwise indicate the response option he/she has chosen. The scribe will then darken the bubble corresponding to that response option.
- For constructed response items, the student must dictate his or her response to the scribe, who will then write the student's response in the test booklet using proper grammar, mechanics and spelling. Once the student has dictated his or her response, the scribe will show the student what has been written in the test booklet. The student may then choose to instruct the scribe to make any modifications the student feels necessary.

Writing

- For multiple choice items, the student must point to or otherwise indicate the response option he/she has chosen. The scribe will then darken the bubble corresponding to that response option.

- For constructed response items, the student must dictate his/her response to the scribe, who will then write the student's response in the test booklet as one long statement with no punctuation or capitalization; however, the scribe may spell words correctly. Once the student has dictated his/her response, the scribe will show the student what has been written in the test booklet and ask the student to indicate where punctuation and capital letters should be placed. The student may then choose to instruct the scribe to make any other modifications the student feels necessary. (The scribe may erase and insert the student's corrections.)

If a scribe is used, the code for scribing must be completed in the accommodations section of the data grid on the student's test book (except in the situation where a student has also received an oral translation, as described in the "translating" section of this manual.)

Transcribing

Transcribing is **not** an accommodation. Transcribing occurs after the administration of a test when either the student provided answers to multiple choice and/or constructed response items in an alternate format (e.g., Braille, large print or typed pages) or the original test booklet of a student is unreadable (e.g., pages are severely torn). In an unused test booklet, the transcriber must copy the student's marks or responses to constructed response items exactly, including all errors in grammar, mechanics and spelling.

Transcriptions must take place in a secure environment and, whenever possible, under the direction of the School Assessment Coordinator. Please note that all test materials, including the damaged test booklet, Braille and large print test booklets and typed student responses must be returned to the School Assessment Coordinator for return to the District Assessment Coordinator.

Translating

Translating is an accommodation for English Language Learners who are not yet proficient in English and where a test in their native language is not available or appropriate. In addition, all other criteria for the use of accommodations (e.g., use in instruction for at least three months) must also be met before translating may be used as an accommodation on the CSAP assessments.

There are two varieties of translation. They may be used independently or jointly depending upon the needs of the individual student.

Oral Translation

Oral translation is an oral presentation of the test in the student's native language. The only difference between an oral translation and an oral presentation is the language of the presentation. An oral translator must follow all guidelines delineated in Appendix D of the School and District Assessment Coordinators' Manual and the Administration Manuals regarding oral presentations.

Scribed Translation

Scribed translation involves either the scribing in English of oral responses in a language other than English or the translation of written responses in a language other than English in one test book into English in another test book. The translating scribe must follow the guidelines listed previously for scribing and transcription respectively, depending upon which type of scribed translation is necessary.

Note: Scribed translation is not allowed for any CSAP writing assessment.

If a student receives an oral translation, the code for oral presentation must be completed in the accommodations section of the data grid on the student's test book. If a student receives a scribed translation, the code for scribing must be completed in the accommodations section of the data grid on

the student's test book. If the student receives both an oral translation and scribed translation, the code for oral presentation must be completed in the accommodations section of the data grid on the student's test book.

For further information about accommodations and CSAP, please refer to the CDE website at: <http://www.cde.state.co.us/cdeassess/asaccomm.htm>.

CSAP or CSAPA Which Test Should a Student With Disabilities Take?

All students with IEPs will participate in the state assessment system as determined by his/her IEP team. Most students with disabilities will participate in the general CSAP. Some of those students may require accommodations to demonstrate their knowledge and skills. A very small number of students with significant cognitive disabilities will require the CSAP Alternate (CSAPA) to demonstrate growth toward expanded benchmarks of the standard.

When determining how students will participate in the state assessment system, it will be important for the IEP team, which must include the parents, to consider the alignment between what the students is learning and content being assessed in the general CSAP.

Decisions should not be based upon the following:

Decisions regarding participation in the General CSAP must NOT be based on	
<ol style="list-style-type: none">1) A category of disability2) A certain percentage of students3) Time spent receiving special education services4) Place where the student receives services	<ul style="list-style-type: none">• The student's reading level (keep in mind that the assessment includes passages, prompts, and items that are on grade level, below grade level, and above grade level)• An expectation of an unsatisfactory performance by the student• Poor attendance by the student• Ongoing disruptive behavior by the student

IEP teams should use the following criteria when determining which assessment is most appropriate for the student. Decisions should be made on a student-by student and test-by test basis considering the content being assessed.

Participation Criteria:	
Most students with IEPs will participate in all content areas of the CSAP	<ul style="list-style-type: none"> Review previous evidence of student participation and results in the CSAP. Consider the capacity of the student to demonstrate and communicate as needed for the tasks required by each test administered at the student's grade level. Check the IEP for documentation of accommodations and/or assistive technology. When in doubt, attempt the assessment. Use information gathered during this assessment process to make future decisions.
Some students with IEPs may participate in one or more content areas of the CSAP	<ul style="list-style-type: none"> Participation by content area is allowed. When two or more content areas are being assessed, such as reading, writing and math, the student may take the general math CSAP and the reading and writing CSAPA. Note: All grade levels reading and writing CSAPA must be taken together. Decisions about participation must be made annually. For example, it may be appropriate for a student who does not take the reading/writing CSAP in fourth grade to take the reading/writing CSAP in fifth grade.
Very few students with IEPs will participate in the CSAPA rather than the general CSAP	<ul style="list-style-type: none"> The IEP team may determine that a student will participate in the CSAPA in a content area where the student is working on expanded benchmarks that do not align with the content measured by the general CSAP assessment. For example, a proficient 3rd grade student taking the general reading assessment would be expected to identify the main idea and supporting details after reading text and accurately and thoroughly sequence the events. A student with expanded benchmarks in reading may be able to look at pictures in books with interest, anticipate some sequence of events in familiar stories or retell a simple story. Use the expanded benchmarks, CSAPA assessment frameworks, <u>CSAPA eligibility criteria</u> and eligibility checklists for the CSAPA in the content and grade the student will be taking the assessment. Information about previous performance on assessments should also be considered.

CSAPA eligibility criteria, eligibility checklists and CSAPA assessment frameworks are available on the CSAP Alternate link at: http://www.cde.state.co.us/index_assess.htm.

Note: For all students taking CSAPA, a CSAP test booklet must be returned with (2) Taking CSAP Alt. Assessment bubbled in on the Test Invalidation section of the Student Data Grid.

English Language Learners

The State of Colorado is committed to the ideal that all students can learn and achieve high standards. Historically, limited English proficient students have been excluded from statewide assessment efforts. As a result, alternative language programs have not been provided with information that could inform and improve instruction.

In order to address this issue the state is advocating that, when possible, limited English proficient students actively participate in the state assessment program. The state realizes that students who are still in the process of acquiring English may not be able to adequately access the information contained in the English version of the assessments; however, the state can provide this test only in Spanish at grades 3 and 4.

The guidelines that follow have been developed to assist local districts in determining when limited English proficient students should participate in the state assessment program.

If an English language learner (ELL) is unable to access the test, even with accommodations, documentation must indicate test deferred due to language by completing the student data grid on a blank test booklet and returning that test booklet with the completed test booklets to the School Assessment Coordinator. Students who do not participate are included in the “No Scores Reported” category for CSAP reports.

Under Title VI of the Civil Rights Act of 1964, and subsequent judicial mandates, all districts receiving federal dollars must identify and provide services to limited English proficient students. In most Colorado school districts, identification of limited English proficient students is initially done through a home language questionnaire that identifies whether a language other than English is spoken in the home. If there is indication of a language other than English, then the district assesses the student’s English language proficiency using a commercially prepared assessment. The following assessments are recommended for determining a student’s level of English proficiency:

1. Language Assessment Scales (LAS)
2. IDEA Proficiency Test (IPT)
3. Woodcock Muñoz

The student’s English language proficiency is described by his or her ability to speak, read and write English, as determined by the instrument above. Most proficiency assessments rate students using a scale with five levels ranging from emergent to intermediate to fluent proficiency. These assessments also categorize students’ proficiency as Non-English Proficient (NEP), Limited English Proficient (LEP), or Fluent English Proficient (FEP).

Levels of Proficiency in English

NEP—Non-English Proficient
A student who speaks a language other than English and does not comprehend, speak, read, or write English.
LEP—Limited English Proficient
A student, who comprehends, speaks, reads, or writes some English, but whose predominant comprehension or speech is in a language other than English.
FEP—Fluent English Proficient
A student who has spoken, or currently speaks, a language other than English, but who is able to comprehend, speak, read, and write English on a level comparable to his or her monolingual English-speaking peers.

To determine the appropriateness of participation of limited English proficient students in the state assessment program, districts should consider their levels of proficiency in all domains of language—speaking, reading, writing, and listening—and the nature of their instructional program. Guidelines are provided in the tables that follow for students who speak a language other than English. Ultimately, school and district personnel using the above guidelines make the determination of English proficiency.

It should be noted that not all speakers of languages other than English are limited in their English language proficiency. Second-language students who are proficient speakers, readers and writers of English **must** be assessed with the English version of CSAP. Limited English proficient students also should be included in the assessment. **Also, note that limited English proficient students are entitled to the same assessment accommodations as their English-speaking peers.** For example, a Spanish-speaking student in grades 3 or 4 who is visually impaired may require a large-print Spanish version of the assessment.

However, any student who has participated for three years in an English language proficiency program must be assessed with the English version of the CSAP. (Colorado Revised Statutes [22-7-409(1)]). A student must be served in an English language proficiency program continuously for three years before this rule takes effect. Kindergarten does not count as part of the three years.

NOTE: CDE requires school districts to maintain documentation that justifies why the test is deferred due to language, in the state assessment program, for each limited English proficient student.

English Language Learners in Grades 3 and 4

Language of Instruction	Decision
The student is Non-English Proficient (NEP) or Limited English Proficient (LEP) and received instruction in Spanish in the content area being assessed, either this school year or during the prior school year.	The student should be considered for the Spanish version of the assessment if one is available.
The student is Fluent English Proficient (FEP) or did not receive instruction in Spanish in the content area being assessed, either this school year or during the prior school year.	Follow the guidelines in the table below for English language learners in Grades 5-10.

English Language Learners in Grades 5-10

Proficiency Level	Decision
Level 1 or 2 or Non-English Proficient (NEP)	It is possible that this student will not participate in the state assessment. (See documentation procedure for completing Test Invalidation on Student Data Grid of test booklet elsewhere in this section.)
Level 3 or Limited English Proficient (LEP)	The student must be considered for participation in the state assessment.
Level 4 or 5 or Fluent English Proficient (FEP)	The student must participate in the state assessment.

Questions regarding participation of limited English proficient students should be directed to:

Frank Dávila
303/866-6758
davila_f@cde.state.co.us

Translator Access to CSAP Booklets in Advance

Standard policy for administering CSAP materials is that test booklets are not to be distributed to those administering the test more than 24 hours before testing. Balancing those needs against the need for adequate test security, CDE will permit **translator access** to the test booklets up to **48 hours** before the test administration; however, **the following must be strictly adhered to:**

- 1) The test booklets must remain under the control of the District or School Assessment Coordinator at all times **and** all of the test security provisions listed on page 20 of the this Procedures Manual must be followed.
- 2) The rules for accommodations, listed in the Accommodation section of this Procedures Manual and in Appendix A of the School and District Assessment Coordinators' Manual, include the case of oral translations of instructions and student responses. In particular,
 - translation of materials into the student's native language must have been part of the student's instructional program for at least three months prior to the assessment,

- on the reading and writing tests, only the directions may be translated into the students' native language, and
- on the writing tests, the student's responses must be in English – translation of student responses into English is not permitted.

Documentation should consist of an IEP, 504 Plan, records in a student's cumulative file or transcript, or written descriptions of accommodations used by teachers on a day-to-day basis. While documentation is important, it is imperative that accommodations be used in instruction and assessment activities for three months to ensure that they work for a student and are based on best practices.

- 3) It is especially important that the translator be as objective as possible and remembers that this is an assessment of the student's achievement. Be sure to:
 - not add to any information contained in test questions and selected responses (in math and science only), using the same tone and inflections for both correct and incorrect responses; and
 - accurately reflect the **student's** response when translating a constructed response into English and scribing it into the test booklet.
- 4) Because it is so difficult to provide this accommodation objectively, translators should also carefully review the sections on Responsible Practices Within the Assessment Process pages of this Procedures Manual.

Glossary Boxes

For all mathematics and science tests, glossary boxes appear next to some questions in order to define words that could potentially confuse English Language Learners (ELLs). The table below contains examples of words that will be defined in the test booklet using glossary boxes. These words are unique to particular items and could easily cause confusion for ELLs.

Words Defined in Glossary Boxes			
Aerosol sprays	Evidence	Pesticides	Route
Bagel	Excavation	Poster	Scoop
Circulates	Exposed	Pretzel	Scramble
Continuously	Finalist	Professional	Shuffle
Contribution	Free throws	Published	Single
Conversion	Granite	Rafting	Soccer
Corral	Ingredients	Round	Trivia
Decays	League	Regenerates	Video game
Dye	Life span	Releases	
Dyeing	Litter	Reliability	

The words in the following table have been defined in the past using glossary boxes, but will no longer be defined in glossary boxes. These words are common and should be reinforced with students during instruction.

Words NOT Defined in Glossary Boxes	
Altitude	Height
Arrange	Put items in order according to some rule
Complete	Finish what is missing
Continue	Keep on going
Describe	Told about something
Discover	Learn, find out
Explain	Give reasons for, tell
Grid	Pattern of lines that form squares
Height	Distance from the bottom to the top of something
Incomplete	Not finished
Misleading	Giving the wrong idea
Record	Written information
Record	Write down
Represent	Stand for
Strategy	Way to solve a problem
Trace	Copy by drawing around an object

Please note: ELL students are allowed to use word-to-word translation dictionaries on all tests as long as no definitions for words are provided. The use of these dictionaries must have been part of the student's instruction 3 months prior to the CSAP assessment.

CSAP Administration for Students With Special Circumstances

Alternative High Schools and Center-Based Schools/Programs

State and federal emphasis on accountability measures has necessitated that a clearer definition of a school vs. a program within a school be established⁴. In order to bring consistency to the process of assigning school codes (which will now only be assigned to schools), a committee from CDE was established to sort through the issues surrounding the assignment of school codes. The committee was charged with the task of differentiating a school from a program or some other educational entity. The committee also had additional goals, such as, ensuring an equitable process for assigning codes which allows superintendents to address local needs or preferences while maintaining accountability. The draft of policy and procedures was then reviewed by representatives from districts.

The end result established the definition and the process, documented below.

Definition of a School

A Colorado public school is defined as an institution that receives the majority of its funding from money raised by a general state county, or district tax and whose property is operated by a political subdivision of the state and:

1. Is an autonomous entity of a Pre-K – 12 District or Board of Cooperative (Educational) Services (BOCES),
2. Has its own administrator who is not under the supervision of an administrator of another public school,
3. Has a budget separate from any other public school,
4. Provides a complete instructional program that allows students to proceed to the next grade level or to graduate.

If an entity fulfills the above requirements (1. through 4.), it is expected that the entity will accept responsibility for five and six, as follows, if the entity is to be certified as a school.

5. Reports students and staff on the following counts Student October, December, and End-of-Year,
 - Student
 - Student October
 - December Special Education
 - End of Year
 - Other Student Counts
 - Staff
 - Human Resources December
 - December Special Education
 - Other Staff Counts

⁴ Letter of August 21, 2003 from Karen Stroup, Chief of Staff to Superintendents, et al

6. Will be the school of accountability for state and federally mandated accountability requirements as appropriate to the grade configuration of that school. This includes but is not limited to:
 - SAR
 - CSAP
 - CBLA
 - AYP
 - CO ACT

NOTE: All schools must be accredited through the districts accreditation process, including schools that do not receive a rating on the SAR and all schools are subject to AYP.

Notification, Certification and Continuation of School Grade Level Configuration

The Notification ensures appropriate identification of the grade level configuration of schools in Colorado a superintendent needs to notify CDE as indicated in the following process:

An individual entity's status as a school will be certified by the superintendent of a Pre-K – 12 District or director of a BOCES to CDE. Status as a school will remain in effect for a minimum of three years. The certification will include the grade ranges of the schools being certified. Grade levels within a school will remain in effect for the three-year certification period unless the school is adding grades as a part of a specific plan such as a new school which will be adding grades until the school achieves its specified grade range.

Written notification of a change of school status will be considered during June and July following the third year. Under extenuating circumstances a written notification **from the superintendent** will be considered for change in status from a school to a program at the end of a school year but no later than November 10th of the following school year. If a change in status is approved it will remain in effect for a minimum of three years. If no change in status notification is received by CDE at the end of the three year certification period, the school's or program's status will be recertified for another three years.

Based on the above definition, students who are continuously enrolled (even though there may have been extended periods of time in which the student was absent from school) in an alternative school that is certified as a school, will be counted with that school for reporting purposes. Students, who attend an alternative school that is not certified as a school, will be counted with the school associated with that program.

Center-based programs are identified as those that serve two categories of students – students with disabilities and students who are English Language Learners. For CSAP, these students are to be accounted for in the same way in which all other students taking the CSAP are accounted.

Center-based schools – labels, test booklets and results all belong to the school.

Center-based programs – labels test booklets, results belong to the school associated with that program.

“Out-of-District Center-Based Students” are students who have enrolled in a school located in a district other than their district of residence because their district of residence cannot meet the students’ unique needs. These needs are described on the students’ IEPs or are due to the student being at the emergent level of English language acquisition. If the district of enrollment is receiving money to educate the out-of-district students, either from the state or district of residence, these students must be tested and coded to the school and district of enrollment. If the district of enrollment is not receiving money to educate the “Out-of-District Center-Based students,” either from the state or district of residence, the students must be coded to the students’ schools and districts of residence.

What does this mean to a District Assessment Coordinator? For the District Assessment Coordinators, the big focus you will have around this will be labels, test booklets and attribution.

Students Placed Out-of-District by a Public Agency

“Students Placed Out-of-District by a Public Agency” refers to students who are placed by a public agency in Residential Child Care Facilities, Residential Treatment Centers, Day Treatment Programs or Hospitals with on-grounds schools approved by the Colorado State Board of Education. These types of facilities are also known as “Eligible Facilities” or “Alternative Facilities.”

Students who are placed in these types of programs will participate in the CSAP. CDE acts as the school district for purposes of distribution of materials. There will be a state aggregate report for students in out-of-district placement - scores are not included in either the local school district or the student’s home district reports.

The facility must return a test booklet for every student in out-of-district placement with the appropriate information completed whether or not the student completes all of the testing sessions. After scoring, individual student information will be sent to the facility in which the student took the test. If the student is no longer in placement at the facility, it is the facility’s responsibility to forward the information to the student’s district of residence.

Private Schools

For the 2004-2005 school year, there is a cost per student for private schools to administer the CSAP. A private school may elect to administer as many CSAPs as they desire.

Private school personnel responsible for handling of assessment material will participate in mandatory assessment training and must administer CSAP during the assessment window specified by the Colorado Department of Education, according to standard procedure. In order for a private school to receive results, CSAPs must be administered to all students in all grades served by the school.

Ordering Test booklets

Private schools that want to have the CSAP administered should contact **Angelica Gordon at 1.800.538.9547 X6316, fax 1.888.282.9579.**

Determining Grade Level for CSAP Administration Purposes

C.R.S. 22-7-409 requires that students be tested at the grade level in which they are enrolled by the district. For example, if a student is enrolled as a 9th grader at the time of testing, he/she will take the grade 9 CSAP assessments even if he or she took the same assessments the previous school year.

Please note that there may be students who start the 2003-04 school year classified as 9th graders who are reclassified as 10th graders prior to the administration of the CSAP assessments. These students **must** take the grade 10 CSAP assessments. Similarly, there may be students who start the 2002-03 school year classified as 10th graders who are reclassified as 11th graders prior to the administration of the CSAP Assessments. These students **must** participate in the CO ACT Assessment because they are 11th graders at the time of testing.

Dropout Students

For the purposes of CSAP administration, a dropout student is a student who is at least sixteen years of age and for whom there is clear evidence of permanent departure from the school system. There is no need to return a blank test booklet with a completed Student Data Grid for these students. However, all blank test booklets must be returned.

A student who is at least sixteen years old and is enrolled in school should not be considered a dropout student.

Expelled Students

It is the district's responsibility to ensure that every effort is made to test expelled students receiving educational services. For students not tested, a test booklet must be submitted, and darkening bubble "1" for District Use Only – A on the Student Data Grid. CSAP results for these students will be included in the district's report, but they will not be included in school reports.

If the expelled student has refused educational services from the district and there is documentation to prove refusal, the student need not be tested and the student's result will not be included in the district's report. There is no need to return a blank test booklet with a completed Student Data Grid for these students. However, all blank test booklets must be returned.

Foreign Exchange Students

These students are exempt from the test. There is no need to return a blank test booklet with a completed Student Data Grid for these students. However, all blank test booklets must be returned. If a foreign exchange student completes a test booklet, that test booklet will be scored and that score will be included in the school's results.

GED Students

These students are exempt from the test. There is no need to return a blank test booklet with a completed Student Data Grid for these students. However, all blank test booklets must be returned.

Students In A Nonpublic Home-Based Educational Program (formerly home-schooled)

A student in a home-based educational program may take any grade-appropriate CSAP. (See Appendix A for a sample letter that can be sent by districts to parents of students in a non-public home-based

educational program.) The district's standard definition for classifying the grade level of a student will be used to determine the appropriate CSAP assessments.

Students in a home-based educational program must be assessed in a location (excluding private residences) mutually agreed upon by the parent/guardian and the student's district of enrollment. (It is recommended that the CSAP be administered at a separate location from the administration of the CSAP to public school students. Several large districts arrange to test all home-schooled students of all grade levels and content areas at the same time. This practice will avoid the confusion of test booklets for home-schooled students being returned for scoring with the test booklets for public students.) Each test administration must be held under standardized conditions. Personnel responsible for handling assessment materials and administering the CSAP assessments to home-schooled students **must** participate in mandatory assessment training conducted by CDE.

CTB will generate Group Information Sheets (GISs) and School Group Lists (SGLs) for use in returning test booklets for students in a home-based educational program who elect to participate in the CSAP administration. Completed test booklets for students in a home-based educational program **must be** sent directly to the scoring center and not to CDE. Test booklets for these students **must be** listed under a separate GIS and SGL as well as packaged in a separate envelope. Write "**Home School**" on the envelope label and package the home-school envelopes in the same boxes as the other envelopes.

Test booklets for students in a home-based educational program should be coded as follows: **On the front of the test booklet, complete the student name, district name and school name fields. In the district field, write "Colorado Department of Education" or "CDE." In the school field, write "Home School" and your district name. For example, if your school district name is Redwood School District, write in the school field "Home School Redwood."**

CSAP results will be returned to the student's district of enrollment. It is then the district's responsibility to distribute the results to the student's parent/guardian. Scores are not included in school or district summaries.

Because the Colorado Department of Education can be required to disclose information, it is possible that the results for students in a home-based educational program will be requested. However, these results will not be available at a level below a state aggregate.

NOTE: Senate Bill 01-098 revised state statute regarding testing students in a home-based educational program. Colorado Revised Statutes, 22-7-409 (1.5) (III) states the following:

Nothing in this section shall be construed as requiring a child enrolled in a nonpublic school or participating in a nonpublic home-based educational program pursuant to section 22-33-104.5 to take an assessment or exam administered pursuant to this section, even though the child may also be attending a public school for a portion of the school day and therefore included in the pupil enrollment of the district.

Therefore, students in a home-based educational program enrolled in courses at a public school, for which there are CSAP exams, **are not required to take the CSAP exams.** For students in a home-based educational program electing to take the exams, their results will not be used to compute school, district or state CSAP results (provided the district properly identifies them as home-schooled students).

Incarcerated Students

The term “Incarcerated Students” refers to students who are serving a sentence either in the Department of Corrections (the adult prison system) or have been committed to the Division of Youth Corrections (the juvenile correctional system) and are placed in a state-operated program.

Students who should be tested in their home district:

- Students who are enrolled in a public school and are incarcerated in either the adult or juvenile system at some point during the school year but return to school prior to or during the assessment window.
- Students who were incarcerated prior to the beginning of the school year but enter school a minimum of thirty days prior to the beginning of the CSAP window.

Students who were incarcerated prior to the beginning of the school year but enter school twenty-nine or fewer days prior to the CSAP window should not be tested by the school district.

Students who are incarcerated in the Department of Corrections are exempt from the CSAP test.

The CSAP will be administered to students who are incarcerated in the Division of Youth Corrections (DYC) and placed in a DYC state-operated program during the assessment window. DYC will be included with other “Students Placed Out-of-District by a Public Agency” for purposes of CSAP administration.

Non-Attendance Students

This refers to students that are enrolled in a school, regardless of whether or not they actually attend. If students are enrolled in a school, regardless of whether or not they actually attend school, the school is responsible for testing and accounting for the students. A test booklet with a completed “Student Data Grid” should be returned.

Open Enrollment Students

“Open Enrollment Students” refers to students who have enrolled in a school other than their neighborhood school through an open enrollment policy. Open enrollment students must be tested and coded to their school of enrollment.

Part Time Students

Students who are enrolled part time must be tested. However, the student should not be home-schooled or dually enrolled in a private school.

Retained Students

Students in grades 3 – 10 will be tested at the grade level in which they are enrolled. For example, a student retained in the 5th grade will take the 5th grade CSAP assessments the following year.

According to Colorado Revised Statute 22-7-409 (1.2) (d) (I) Every student enrolled in a public school shall be required to take the assessments administered pursuant to subsection (1) of this section at the grade level in which the student is enrolled, as determined by the school district.

Students Enrolling or Moving During Testing Window

A student who enrolls during the testing window must be tested. A test booklet with a completed “Student Data Grid” should be returned for all students.

If a student is moving from another Colorado school, the student's former school should be contacted to determine if he/she has completed any assessments. The student only needs to complete the assessments he/she has not yet completed. If a student moves out during the testing window, any completed test booklets for the student must be returned for scoring. The scores of these tests will be included in the former school's results. Test booklets that are incomplete should be coded as "6 - Student withdrew before test could be completed." The scores of students who withdrew before testing could be completed are **not** included in the school's results.

If a student is moving from a school within the same district or a district that is located nearby, the student's former school should be contacted to determine if he/she has completed any assessments or portions of an assessment. The DAC or SAC can **hand-carry or FedEx** these test booklets to the SAC of the new school and all scores will be included in the new school's results. Please note that test booklets are secure and cannot be mailed to another school.

If the testing window is almost over, determine if the student can complete at least one content area assessment with the time remaining. Any student who enrolls prior to the completion of testing within the district must be tested in content areas he/she has not already completed.

Some examples:

- a) All testing in District A is scheduled to be complete by April 7. A grade 7 student enrolls on April 3. After checking with the school from which the student transferred, school personnel at the new school discover that the student has completed the reading/writing test, but not the math test. The new school must then test the student in math and return the math test with its other grade 7 math tests.
- b) All testing in District B is scheduled to be complete by April 7. A grade 7 student enrolls on April 5. Because the student has enrolled from Nevada, no CSAP tests have been completed. The new school must test the student in as many content areas as possible. The school is responsible for submitting test booklets for any tests that have been completed and blank/incomplete test booklets for any tests that have not been completed.
- c) All testing in District C is scheduled to be complete by April 7. A grade 7 student enrolls on April 8. The school is not responsible for submitting any test booklets because the student has enrolled after all testing in the district has been completed.

The most important issue to consider here is that all new students enrolled during the testing window must be tested.

Students with Illnesses/Health Issues

For students who are enrolled in a school but are not physically able to attend classes due to an illness or accident, the school must account for these students by submitting blank test booklets with completed Student Data Grids. In the Test Invalidation Box, the student should be coded as "5 – Student did not test due to absence, illness, sharing of answers, or other extenuating circumstances." If a student is home-bound due to rehabilitation, the School Assessment Coordinator (SAC) may administer the CSAPs to the student in his/her home.

Suspended Students

Since students who have been suspended are enrolled in the public schools, it is the district's and the school's responsibility to ensure that instruction and assessment is offered to these students. If the

student is not tested, the Student Data Grid on the test booklet should be completed and returned for that student. The results for suspended students will be included in the district's report as well as the school's report.

CSAP Reports

CSAP results for individual students, schools, districts and the state are distributed to a variety of audiences through different media. Reports of these results fall into three general categories:

- 1) state, district, school, and student CSAP reports;
- 2) district electronic CSAP data files; and
- 3) public CSAP reports.

State, District, School and Student CSAP Reports

Reports intended for the student, school and district are packaged and shipped to the District Assessment Coordinator for distribution within the district. School and student reports contain individual data. The state, district and school reports contain summary data. The following reports contain information regarding student performance at state, district, school, and individual student levels.

- *State Performance Level Summary Report* – A report listing the total number and percentage of students in the state scoring in each performance level as a whole and disaggregated by a number of demographic variables such as gender, ethnicity and disabling condition.
- *District Performance Level Summary Report* – A report listing the total number and percentage of students in the district scoring in each performance level as a whole and disaggregated by a number of demographic variables such as gender, ethnicity and disabling condition.
- *School Performance Level Summary Report* – A report listing the total number and percentage of students in the school scoring in each performance level as a whole and disaggregated by a number of demographic variables such as gender, ethnicity and disabling condition.
- *School Content Standards Roster* – A report listing the overall performance level of each student, as well the performance of each student on each standard and subcontent area assessed.
- *Student Performance Report* – A report documenting the overall performance level of the individual student, as well the performance of the student on each standard and subcontent area assessed. Performance descriptors and an explanation section are also included to enhance the clarity of the report.

District Electronic CSAP Data Files

The testing contractor, CTB/McGraw-Hill, produces an electronic data file which contains all student-level data obtained from the CSAP assessments including demographic information, performance level information and individual item responses. These files will be available to the DACs on CTB/McGraw-Hill's website, <http://www.ctb.com>.

Specific directions from CTB (with username and password) for downloading these files will be sent to the DACs prior to data release. It is imperative that the DAC be available the latter part of July when these data are released. If the DAC is not available, they should make arrangements with their data respondent to access CTB's website.

Public CSAP Reports

The Colorado Department of Education is required by law to report the results of CSAP assessments to the general public as well as the State Legislature. The following reports are produced for the either the general public or the State Legislature.

- *CDE Press Release* – A report describing the performance of students at the state, district and school levels on all CSAP assessments.
- *CDE Website* – An internet listing of CSAP results at the state, district and school levels for all years the CSAP has been administered.
- *Annual Reports to the State Legislature* – Reports of CSAP assessment results at the state and district levels for all tests. Results are reported in aggregate as well as disaggregated by gender, ethnicity and socio-economic status.
- *Technical Reports* – Reports documenting the technical aspects of each CSAP assessment along with information regarding test development and scoring.
- *CSAP Item Maps* – Tables providing detailed information about all of the items appearing on CSAP assessments including relative difficulty, alignment to standards and the skill(s) the item is measuring.

CSAP Reporting

Each year questions arise as to what scores are included in the Summary Reports and the School Accountability Report.

- Students who are coded as ‘Withdrawn before completion’ and ‘Taking CSAP-A’ **are not** included as ‘No scores’ in CSAP summary reports.
- A test, which is invalidated, **is not** scored if a code other than ‘0 – Does not apply as student completed all testing sessions’ has been coded in the Test invalidation box.
- If a student misses a session that contains both reading and writing (session is mainly reading with one short constructed response writing question, both tests **will not** be invalidated. Only the reading test will be invalidated and receive a ‘No score’. While the student will receive no points for one short constructed response item he/she missed, the student will still receive a score for the writing test, provided no other writing sessions were missed.
- Scores for three groups of students will not be used to calculate School Accountability Report ratings. These are:
 - NEP and LEP students in Colorado public schools less than 3 years
 - Students who took an alternate assessment
 - Students newly enrolled in a school after October

CSAP Scale-Score Reporting

- All reading tests (grades 3-10) are reported based on one continuous scale beginning in 2001.
- All writing tests (grades 3-10) are reported based on one continuous scale beginning in 2002.
- All math tests* (grades 5-10) are reported based on one continuous scale beginning in 2002.

**Scaled scores for Grades 3 and 4 Math will be calibrated for scoring after the test booklets are scored.*

Teachers across Colorado want to monitor how well students perform from grade level to grade level. In the past, performance levels were set independently at every grade. Therefore, it was not possible to know whether a child performed better from year to year or whether the expectations were different. In Spring 2001, CDE created one continuous reading scale across grades 3-10 and aligned performance expectations to make them more consistent across grade levels. In Spring 2002, CDE created one continuous writing scale across grades 3-10 and one continuous mathematics scale across grades 5-10 and aligned performance expectations for each content area to make them more consistent across grade levels.

The benefit of this is that it allows educators to make comparisons that they could not make before. It is now possible to track a child's progress in reading, writing and mathematics through grade levels by performance level category or by scale scores.

Determining Performance Level Percentages

A Student Data Grid is filled out for each student whether they take the test or not, and every student is counted in the total population of students. Percentages are calculated for each proficiency level by dividing the number of students in each category (numerator) by the total population of students (denominator).

Consider the following example: American Elementary had 100 students in the 4th grade eligible to participate in the CSAP. Of the 100 students eligible to participate, 96 students completed the test, and 4 students did not take the test (one had an IEP but was not eligible for the CSAP-A, one did not read or speak English, one did not complete the test due to absence, and one did not complete the test due to parental refusal).

Correct Way to Calculate Percentages: Includes All Eligible Students

Unsatisfactory	Partially Proficient	Proficient	Advanced	No Scores Reported
24 students	24 students	24 students	24 students	4 students
24/100 or 24%	24/100 or 24%	24/100 or 24%	24/100 or 24%	4/100 or 4%

The only scores reported in the four performance categories are for students who actually took the test. Students who were eligible but did not take the test are included in the 'No Score Reported' category. The scores for students who did not take the test **ARE NOT** reported as zeros, they are counted in the 'No Score Reported' category.

As stated above, all students eligible for testing are included in denominator for the calculations of percentages in each category. Any change in the denominator will result in percentage changes in each category and the resulting percentages will be incorrect.

The following example shows the results for American Elementary if the results for the students who have No Scores Reported are eliminated from the calculation.

Incorrect Way to Calculate Percentages: Does Not Include All Eligible Students

Unsatisfactory	Partially Proficient	Proficient	Advanced
24 students	24 students	24 students	24 students
24/96 or 25%	24/96 or 25%	24/96 or 25%	24/96 or 25%

This example demonstrates that any change in the denominator affects the percentages in all proficiency categories, and results in the calculation of incorrect percentages.

CSAPA Reports

CSAPA results for individual students as well as State Performance Level Summary Reports, District Roster, School Roster and Student Reports are distributed to a variety of audiences through different media by the Exceptional Student Services Unit. CSAPA results are available on the CDE website: www.cde.state.co.us. The web site for these materials can be found by clicking the *Assessment* icon on the left-hand side of the CDE homepage screen and then clicking the CSAPA link.

Resources

CSAP Materials

Resource	Download Electronic Document	Hard Copy Available
Colorado Model Content Standards*	Download (PDF version 4.05)	Contact delgado_m@cde.state.co.us
Assessment Frameworks	www.cde.state.co.us/index_assess Download	
Colorado Student Assessment Program: Released Passages, Items, Prompts, and Anchor Papers*	www.cde.state.co.us/index_assess Download (PDF version 4.05)	Contact delgado_m@cde.state.co.us
CSAP Item Maps	www.cde.state.co.us/index_assess Download	
Guide to Test Interpretation	www.cde.state.co.us/index_assess Download	
2003 CSAP Technical Report	Download (PDF version 4.05)	
School and District Assessment Coordinators' Manual	Download (PDF version 4.05)	Available January, 2005
Administration Manuals	Download (PDF version 4.05)	Available January, 2005
Scoring Rubrics for Math	www.cde.state.co.us/index_assess Download	
Scoring Rubrics for Writing (English and Spanish versions)	www.cde.state.co.us/index_assess Download	
Writer's Checklists/Revising First Draft Checklist (English and Spanish versions)	www.cde.state.co.us/index_assess Download	
A Guide for Parents – SY 2004-05 (English or Spanish)	www.cde.state.co.us/index_assess Download (PDF version 4.05)	Contact delgado_m@cde.state.co.us

*Due to the rising costs of handling and shipping, CDE is charging a small fee for hard copies of some of our materials. Prepayment on all orders is required:

Released Items - \$25.00 – 1997-2004 (includes Anchor Papers)

Colorado Model Content Standards - \$10.00

CSAPA Materials

The CSAPA Resources are available on the CDE website: www.cde.state.co.us. The web site for these materials can be found by clicking the *Assessment* icon on the left-hand side of the CDE homepage screen and then clicking the CSAPA link.

Tools to Improve the Performance of Students

Preparing For the CSAP

Students can be taught skills and strategies that directly address the standards and better prepare them for taking the CSAP. The more both general and special education teachers know about the state assessments, the easier it becomes for them to incorporate instruction that aligns with both the content and the format of the tests. Consider using the following information to help prepare your students to access and respond to items on the test.

Recommended Materials

CSAP Student Performance Report

- Describes the student's achievement in terms of performance levels and content area standards
- Provides a general summary of the skills and knowledge the student has demonstrated **Available at the Building Level**

CSAP Content Standards Roster

- Presents information on the total test and content standards for each student
- Provides a picture of how individual students or the whole group is performing on specific standards at a glance **Available at the Building Level**

Assessment Frameworks

- Provide a list of the knowledge and skills that will be assessed by the different grade level CSAPs
- Although all Colorado Model Content Standards are taught, the frameworks specify the Standards and benchmarks that can be assessed through a large-scale assessment such as CSAP

Available on the CDE website:
www.cde.state.co.us/index_assess

Performance Level Descriptors

- Describe the skills students are required to demonstrate on CSAP items to reach minimum scores established for each proficiency level

Available on the CDE website:
www.cde.state.co.us/index_assess

Item Maps

- Lists specific skills assessed in each item
- Show range of order of difficulty and scale location for each performance level
- Identify the standard each item addresses
- Identify items that have been released

Available on the CDE website:
www.cde.state.co.us/index_assess

Released Items

- Provide actual released item passages used in the different grade level and content area CSAPs
- Demonstrate multiple choice and constructed response format used
- Provide scoring rubrics used to determine student performance
- Show actual scored student responses

Available at CDE from:
Student Assessment Unit, (303) 866-6929
201 E. Colfax Ave., Denver, CO 80203

Suggested Activities

- Review results of previous years CSAP Content Standard Roster with current class membership to determine areas of concern.
- Using findings, compare assessment frameworks and item maps with the content curriculum to determine if there are any gaps or differences in what students are expected to know and what they are being taught.
- Develop classroom assessments using the same or similar type of thinking format as the released items.
- Explain and practice answering multiple choice and short constructed responses.
- Provide students with example responses, discuss how each is scored and why.
- Review the importance of completing all sections of the assessment with students.
- Incorporate the use of graphic organizers into daily lessons. Instruct students on the use and discuss the benefits of using the organizer to construct written responses.
- Provide students with practice in oral and written comprehension questions at all levels (literal, interpretive, applied).
- Teach students to select the most relevant information from questions and reading passages.
- Practice reading directions and glossary terms to students and encourage them to request a repeat of the information if needed.
- Review math and scientific numerals, symbols and terms.
- Instruct students on how to estimate best responses and provide them with opportunities to practice on classroom assessments.
- Incorporate accommodations required by the student into daily instruction.

Preparing for the CSAP....

Reading CSAP

- Teach and have students practice finding and underlining relevant information within questions and reading passages in pencil and erasing after completing response when needed.
- Review strategies to help students gain more information from what they read, such as identifying context to determine the key words in reading passages.
- Practice identifying the meaning of unknown words in context.
- Practice sequencing events/steps in a story/article with students.
- Review similarities/differences, compare/contrast, and character traits and have students apply to characters in narrative pieces.
- Teach students to identify the main idea and use text based information to support their explanation.
- Practice identifying author's purpose/point of view.
- Review various types of reference materials and have students practice selecting most appropriate materials for specific purposes.
- Review and practice using table of contents, index and glossary in reference books.

Mathematics CSAP

- Instruct elementary and middle school students who use a calculator in daily instruction on alternative computational techniques, such as mental arithmetic and using manipulatives.
- Review the concepts of a number and corresponding numeral with students and make sure that they understand or can demonstrate the value of each.
- Provide students with an array of problems. Ask which strategy he/she would use to solve the problem and then explain why.
- Review and practice techniques for estimating.
- Practice orally presenting word problems to students asking him/her to relate back relevant information to solve the problem.
- Request students to solve a problem then write out or verbalize steps he/she performed to solve the problem.
- Provide students with tools, such as cubes, cut out tanagrams, etc. Provide problems for students to respond to using the tools

Writing CSAP

- Have students practice identifying examples from reading passages that illustrate how an author relates information using details.
- Review and practice the difference between "explain" and "summarize."
- Teach students to use graphic organizer programs, such as Inspiration®, when responding to writing prompts.
- Practice new vocabulary words with students on a regular basis and encourage him/her to use in speech and writing.
- Encourage students to use elaborate details in their writing.
- Provide samples of different writing genres and have students identify similar and different elements in each. With instruction have students practice writing in each genre. (Narrative, Descriptive, Expository, Persuasive)
- Encourage students to practice using figurative language during classroom discussion, conversation and writing.
- Help students understand the importance of correctly using grammar and mechanics.

Science CSAP

- Explain probable and reasonable cause and effect to students and provide hands on experiments for students to test assumptions.
- Request students to explain in writing or verbally why he/she has selected a response to a question.
- Provide students with a set of data. Practice having students make conclusions based upon the information provided.
- Read short passages explaining scientific investigation to students and practice having him/her identify relevant data.
- Provide students with written or oral explanations of scientific occurrences. Ask students to explain the reason why the specific outcome occurred.
- Practice reading and explaining meaning of information on graphs, charts and data tables.

Principal's Guide to Living with the Results of CSAP

Since the beginning of the Colorado Student Assessment Program, principals have inquired about how it works and how to best understand, use and discuss the results. The purpose of this document is to provide answers to questions about "living with the results of CSAP." This is intended to help principals enhance their own understanding and assist them in explaining the test and the results to others. As more grade levels are included in CSAP, and thereby more students, parents, and teachers are involved, questions like those below are likely to be asked more frequently.

WHAT ARE SOME OF THE IMPORTANT FEATURES OF THE STATEWIDE ASSESSMENT?

CSAP is a "standards-referenced" assessment, which reports student results in relation to Colorado standards. The results are reported according to these four performance levels: Advanced, Proficient, Partially Proficient, or Unsatisfactory.

To assure a uniform measurement across the state, every student is counted in assessment tabulations. Colorado law requires expectations for higher levels of achievement and accountability for all students. Federal legislation requires accountability for 100% of students through the Improving America's Schools Act and the Individuals with Disabilities Act. (Note, however, that for a very small percentage of students, the CSAP test will be inappropriate. Guidelines for making such decisions are contained in the Assessment Administrator's Manual and School and District Coordinator's Manual.)

To help schools and districts draw conclusions from CSAP results, they are broken down (disaggregated) in several different ways:

- ethnicity of student
- type of accommodation (if applicable)
- gender of student
- language version (English or Spanish)
- separate disability of student
- length of time in school
- length of time in district
- district size
- students not tested

A portion of the assessment is made up of constructed response items. Not all of the test can be graded by machine. This requires a lengthier turn-around time than the scoring of multiple-choice assessments. Efforts are being made to keep this turn-around time as short as possible.

The Colorado Student Assessment Program is an assessment of students and schools, not an assessment of individual teachers. There are no state-required consequences associated with performance on the CSAP for either students or teachers.

The CSAP Guide to Test Interpretation and Administrator's Manual are good sources for more information. All of these should be available in each school. For more details, please visit the Colorado Department of Education website and consider downloading other CSAP publications. Our website address is:
http://www.cde.state.co.us/index_assess.htm

HOW DO I HANDLE THE RESULTS OF CSAP?

Work with your district administration to arrange meetings with your school's public (e.g., parents and the community -- see attached sample parent letter/newsletter). Review information about the results supplied by your District Assessment Coordinator.

Become familiar with the CSAP results by verifying the accuracy of student data (such as gender, ethnicity, etc.) for your building. Monitor the trend lines of assessment results for groups of students in your building. Look at the released test sample items to understand the task requirements.

Talk about the results of the assessment. Explain what they mean for your school. Explain how you intend to improve the results.

Be positive about what you can do, and avoid excuses or blaming.

Keep in mind that different assessments tell us different things. State tests, the districts' own assessments, and classroom tests all provide valuable pieces of information in a child's educational profile. Think of statewide assessment as a "big-picture" tool. CSAP takes a snapshot every year of our students' locations in relation to Colorado's standards. One of its most important functions is to help schools and districts align their curriculum, assessments, and standards to the state's model content standards.

For individual students, consider CSAP scores along with other information, building a comprehensive body of evidence of each student's academic achievement. Do not use CSAP scores in isolation.

How well students do is the result of many factors, including all previous instruction from other teachers and schools.

WHAT KIND OF COMPARISONS SHOULD WE MAKE?

It's all about progress. Because the new statewide assessment provides an easily understood, uniform yardstick by which to measure all of our schools, there will inevitably be some comparisons. Yet, each district and school faces its own unique economic, cultural, demographic, and geographic challenges. In terms of statewide assessment, the only really valuable comparison is internal: tracking how well a school is overcoming its own educational challenges over time. You should expect steady progress over several years. There will be some "ups and downs" from year to year, especially if you only have one class at a grade level. It might be helpful in that case to establish a baseline based on the average for several years on a particular test.

HOW CAN MY SCHOOL BEGIN TO IMPROVE THE RESULTS FOR ALL STUDENTS?

You need to embed the skills and knowledge measured by CSAP into daily instruction. This means aligning curriculum and instructional programs with district or Colorado Model Content Standards and continually monitoring this alignment. Include CSAP results as part of the information that you use to drive instruction. Examine methods of instruction, materials, time, and teachers' knowledge of teaching each content area. Set instructional goals for each grade level and as vertical teams (e.g., K-3 for 3rd grade reading, etc.). Consider the extent to which the school is focused on improving student learning in particular subject areas.

Use the released items and item maps provided by CDE.

Avoid excessive format practice. Once students are familiar with the format of the test, their scores will only increase if they learn more of what is being assessed.

The principal, as the instructional leader, is a vital link between available resources and teachers. Identify and empower positive leaders in the school who are knowledgeable about instruction and use of data. Allow teachers the time and opportunity to talk about the scores, released items and the current curriculum.

Provide needed accommodations so that students have access to instruction and assessments.

SAMPLE LETTER TO PARENTS/NEWSLETTER ARTICLE IN PRINCIPAL'S VOICE

You may have heard that we have added an important test, the Colorado Student Assessment Program or "CSAP", to our measurements of your child's progress in learning. Results from the CSAP that students took [last spring] were recently released and our teachers have been busy analyzing the reports for the students in their classrooms.

Since we believe in the importance of working in partnership with parents, we are eager to discuss the results with you and explore possible next steps.

We'd like to invite you and your child to come learn what we have learned from our intensive study of these reports. Frankly, we're enthusiastic about this new state test because it helps us see more clearly the progress your child is making. At a meeting on _____, we'll share your child's individual report and talk about setting goals for improvement.

What's also significant about these tests is that they are based on Colorado's content standards. Perhaps you were one of the many parents in Colorado who helped decide what our students should know and be able to do. Creating a test that measures whether our students have learned what WE want them to know is a great step forward in testing. Our new tests reveal whether students have met or exceeded a high standard in reading and writing, mathematics or science.

Date, Time and Location of the Meeting

Appendix A: Related Documents and Processes

Clarification of School vs. Program for CSAP Labels and Score Attribution Process

During the 2003 Student October/Pre-coded labels training sessions, many questions and concerns arose surrounding the definition of a school and how it impacts districts in terms of assessment practices. This document is aimed at clearing any confusion and gives three specific examples on the process. To see the full text of “Definition of a School,” please reference the *2004-2005 Procedures Manual for the Colorado Student Assessment Program*, page 63. You can find this document on the Assessment webpage at: <http://www.cde.state.co.us/cdeassess/csap/pdf/ProcMan05.pdf>

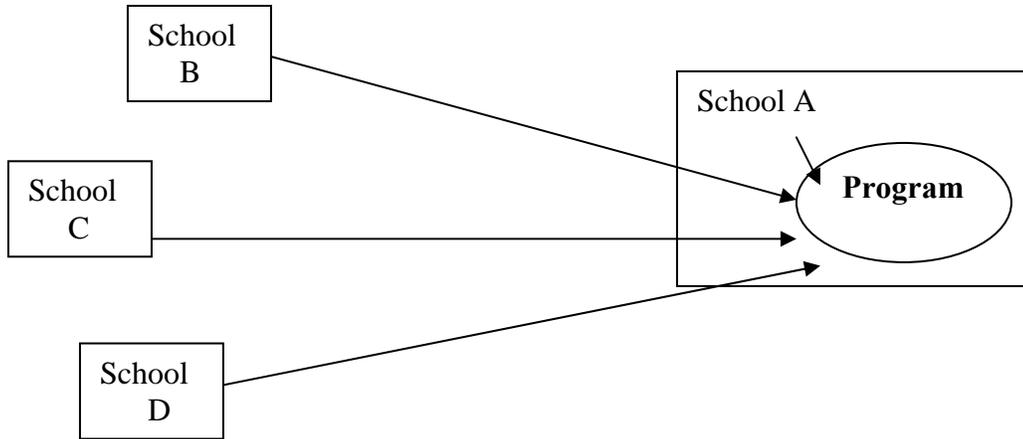
Some important points:

- Only schools with valid school codes will receive test booklets and pre-coded labels
- Schools that receive test booklets and labels must keep the test scores of the students unless they also move staff data as well as student scores to other schools.
- Programs do not have school codes and do not receive test booklets, labels or test scores
- Students in programs must take the CSAP and must have their scores attributed to a school
- Facilities and detention centers do not receive pre-coded labels. Students in facilities and detention centers do take the CSAP but they are handled separately.

The examples listed below are three possible district scenarios. This should not be taken to mean that there are no other scenarios that may exist. If you have a set of circumstances in your district and are unsure how the process of labels, test booklets and scores will work, please contact Russ Masco at CDE Student Assessment Unit, 303-866-6877 or masco_r@cde.state.co.us. If you want to discuss the development or policy around the Definition of a School, please contact Jan Petro at 303-866-6838 or petro_m@cde.state.co.us.

Example 1 : Program Within a Neighborhood School Building

Anywhere District, Colorado



In this district, a Program for English Language Learners resides within School A. Schools A, B, C, and D all send students to the Program in School A.

In the past, the district coded all the Program students to School A in the Student October/Labels collection. They then used the District Use Only-B field to code Program students back to school B, C and D. Under the Definition of a School, this is not appropriate. Because School A shares staff with the Program within School A the student scores should remain at School A, so that the performance of the students remains with the staff who are serving them for purposes of accountability.

If a district chooses to continue the practice of sending the program students scores back to neighborhood schools B, C, and D, they must code the students to those schools for the Student October/Labels collection. The test booklets and labels will arrive at schools B, C, and D. They must then be physically moved to the Program for testing. The district can return the test booklets with School A under the GIS, and use District Use Only-B to code them back to B, C and D. However, School A will then need to:

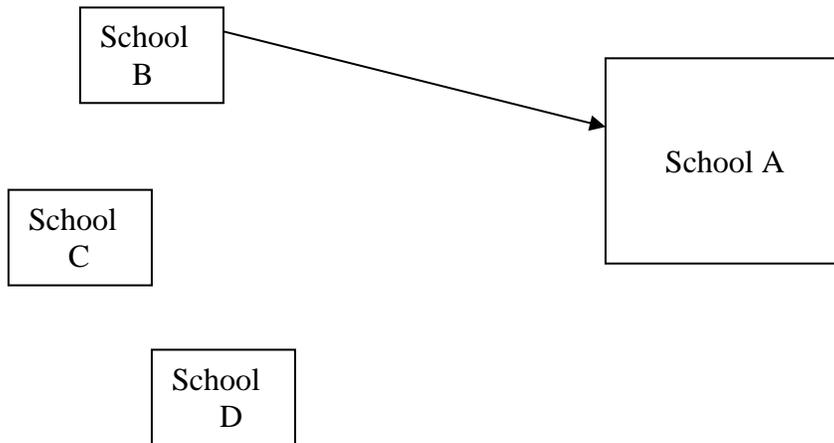
1. Distribute Program staff proportionately during the Human Resources data collection
2. Distribute students attributed to a school in the field "February Count" for the Report Card March collection if the student was attributed there in the October Count and is still enrolled as of February 1.
3. Distribute suspension/expulsion occurrences and student and teacher attendance for the Safety and Discipline Indicators collection.

Failure to do so results in erroneous reporting on the School Accountability Reports (SAR).

Where a student's score eventually resides also impacts the SAR and AYP.

Example 2: District with a Center-Based School

Anywhere District, Colorado



In this district, School A is the designated school for students in Special Education and English Language Learners. School A has some students from the neighborhood surrounding it, but it also has students who live in the neighborhood of School B that need the services provided at School A. Because School A meets the definition of a school and has a CDE school code, test booklets and labels will arrive at School A for all of the students there. School C and D do not send any students to School A.

In the past, the district may have chosen to use District Use Only B to code the test scores students from School B's neighborhood back to School B. Under the Definition of a School, this is not appropriate. All scores for the students instructed at School A are to remain at School A for purposes of accountability.

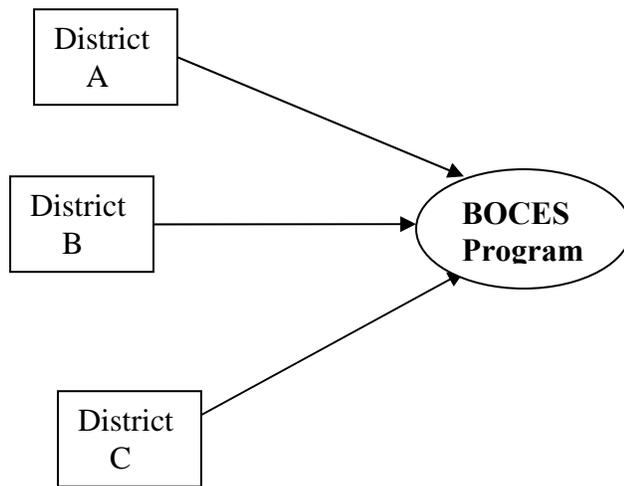
If a district chooses to continue the practice of sending the scores back to school B, they must code the students to that school for the Student October/Labels collection. The test booklets and labels will arrive at school B. They must then be physically moved to the School A for testing. In this situation, District Use Only-B could be used to code the student back to School B. However, School A will then need to:

1. Distribute Program staff proportionately during the Human Resources data collection
2. Distribute students attributed to a school in the field "February Count" for the Report Card March collection if the student was attributed there in the October Count and is still enrolled as of February 1.
3. Distribute suspension/expulsion occurrences and student and teacher attendance for the Safety and Discipline Indicators collection.

Failure to do so results in erroneous reporting on the School Accountability Reports.

Where a student's score eventually resides also impacts the SAR and AYP.

Example 3: BOCES Program Serving Several District



Districts A, B, and C send students to a BOCES program. Because the program doesn't have a school code, the districts must send the CSAP test booklets and labels to the BOCES program for administration of the test. The BOCES must then send the test booklets back to each district after testing is complete. The district must then group the test booklets from the BOCES with others from the appropriate schools.

The BOCES then need to:

1. Distribute Program staff proportionately during the Human Resources data collection
2. Distribute students attributed to a school in the field "February Count" for the Report Card March collection if the student was attributed there in the October Count and is still enrolled as of February 1.
3. Distribute suspension/expulsion occurrences and student and teacher attendance for the Safety and Discipline Indicators collection.

Failure to do so results in erroneous reporting on the School Accountability Reports.

Where a student's score eventually resides also impacts the SAR and AYP.

Other Possible Situations That May Exist

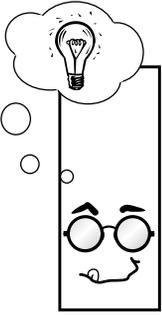
A district may have programs that serve expelled students, or alternative high schools that are run as programs. These situations would probably work in the same manner as the BOCES example if they do not have a CDE school code.

Assessment Cut Scores and Identification Matrix

SB 186 Specifies all students who have completed a total of three consecutive years in a Language Acquisition Program must participate in the English version of CSAP.

NOTE: A, B, and C students generate state funding via the English Language Proficiency Act (ELPA) for their first two years in a district.

	ELPA	Woodcock		LAS	IPT	Description	
N E P	A	1	1-2	1	NEP	Pre-Emergent	
						Students understand little to no English. Participate by listening and use gestures to demonstrate understanding.	
						Low receptive language skills-listening and reading: demonstrates comprehension through participation.	
	NON-ENGLISH PROFICIENT					Low expressive language skills-speaking and writing: labels, copies, uses and classifies visual representations.	
						<i>CSAP participation is done at the discretion of the school district and based on a body of evidence /portfolio of assessments</i>	
L E P	B	2	2-3	2	NEP/LEP*	Emergent	
						Limited receptive language skills-listening and reading: responds with one word, short phrases, and listens to short stories.	
						Limited expressive language skills-speaking and writing: understands that written language represents oral language, reads along with group, and uses simpler sentence patterns.	
	LIMITED-ENGLISH PROFICIENT					Their control of structure is inadequate and their vocabulary is minimal.	
						<i>ELIGIBLE FOR PARTICIPATION IN CSAP -WITH ACCOMMODATIONS</i>	
						Post-Emergent	
						*Students who receive a <i>composite</i> score designating them to a high level of proficiency on any of the language proficiency tests; and have a <i>subscore</i> in reading or writing below intermediate proficiency; and have participated in a alternative language program.	
	C	3	3-4	3	LEP	Intermediate Proficiency	
						Intermediate receptive language skills-listening and reading: marginally fluent, responds to oral questions, prompts, engages in interviews and discussions, summarizes, recognizes literary traits, and follows content instruction.	
						Intermediate expressive language skills-reading and writing: responds to written and oral questions, engages in dialogue, discussions, and uses more complex sentence patterns.	
	LIMITED ENGLISH PROFICIENT				May or may not be succeeding in content academic classes.		
					<i>REQUIRED PARTICIPATION IN CSAP -WITH OR WITHOUT ACCOMMODATIONS</i>		
F E P	D	4	4-5	5	4&5	FEP	Fluent or Advanced Proficiency
							Advanced receptive language skills-reading and listening: Students comprehend and speak English, exhibit cognitive skills, increased comprehension, give and perform directions, follow stories and content instruction, participate in group activities, and write sentences from dictation.
	FLUENT ENGLISH PROFICIENT						Advanced expressive language skills-writing and speaking: near native fluency in social and academic language, demonstrates cognitive skills, engages in dialogue, plays, interviews and discussions, has extensive vocabulary, and inferential comprehension. Their academic work is at grade level or above.
						<i>REQUIRED PARTICIPATION IN CSAP</i>	
	<i>English Language Acquisition Unit - SY 2004-2005</i>						



PLANNING

Use the spaces below to plan your writing.

January , 2005

To the Parent(s)/Guardian(s) of: <Student's Name>
<First Name> <Last Name>
<Address>
<City>, CO <ZIP>

Dear Home-Schooling Parent(s)/Guardian(s):

We are fast approaching the time when the state of Colorado administers the Colorado Student Assessment Program (CSAP) tests to all Colorado students enrolled in public schools. The primary purpose of the assessment program is to determine the level at which Colorado students meet the Colorado Model Content Standards in the content areas that are assessed.

Colorado Revised Statutes (CRS) establishes provisions for students in a home-based educational program to participate in the CSAP administration as well. Please note that the CSAP assessments are not norm-referenced and **do not** meet the assessment requirements to participate in home-based educational programs. Each child participating in a nonpublic home-based educational program shall be evaluated when such child reaches grades three, five, seven nine, and eleven. Each child shall be given a national standardized achievement test to evaluate the child's academic progress. Students in a home-based educational program may elect to take any grade-appropriate CSAP exam at a cost of \$_____ (as established by district policy). The district's standard definition for classifying the grade level of a student will be used to determine the appropriate CSAP assessments.

This year CSAP will be administered during the following dates.

- | | |
|---|--|
| ❖ Reading in 3 rd grade* | February 14 th to February 25 th |
| ❖ Writing in 3 rd grade | March 14 th to April 15 th |
| ❖ Reading and Writing in 4 th through 10 th grades | March 14 th to April 15 th |
| ❖ Mathematics in 3 rd through 10 th grades | March 14 th to April 15 th |
| ❖ Science in 8 th grade | March 14 th to April 15 th |

*The Colorado Basic Literacy Act requires that the grade 3 reading CSAP assessment be used as a part of a body of evidence in determining the literacy levels of 3rd grade public school students, thus the early testing window.

For your convenience, we have established the following ***dates for students in a home-based educational program***, who wish to participate in the 2005 CSAP administration. ***The CSAP exams will be administered at the (specify location).***

(Specify your dates and locations of the CSAP administration.) ***We will start promptly at (specify time). We recommend that you arrive 15 minutes before the scheduled testing time to allow for registration.*** Parent(s)/guardian(s) **do not** have to wait while the CSAP is being administered. You may bring your child/children inside and pick them up at the time shown below. Note: Students will be taking only one content area (reading, writing, math or science) per day. Students in a home-based educational program should not expect to come to the test site and test in all content areas or even two content areas on the same day. Students need to plan for three days of testing (four days for 8th graders).

- ❖ Reading – Two 50-minute sessions
- ❖ Reading – Three 50-minute sessions
- ❖ *Writing – Three 50-minute sessions
- ❖ *Math – Three 55-minute sessions
- ❖ Science – Three 50-minute sessions

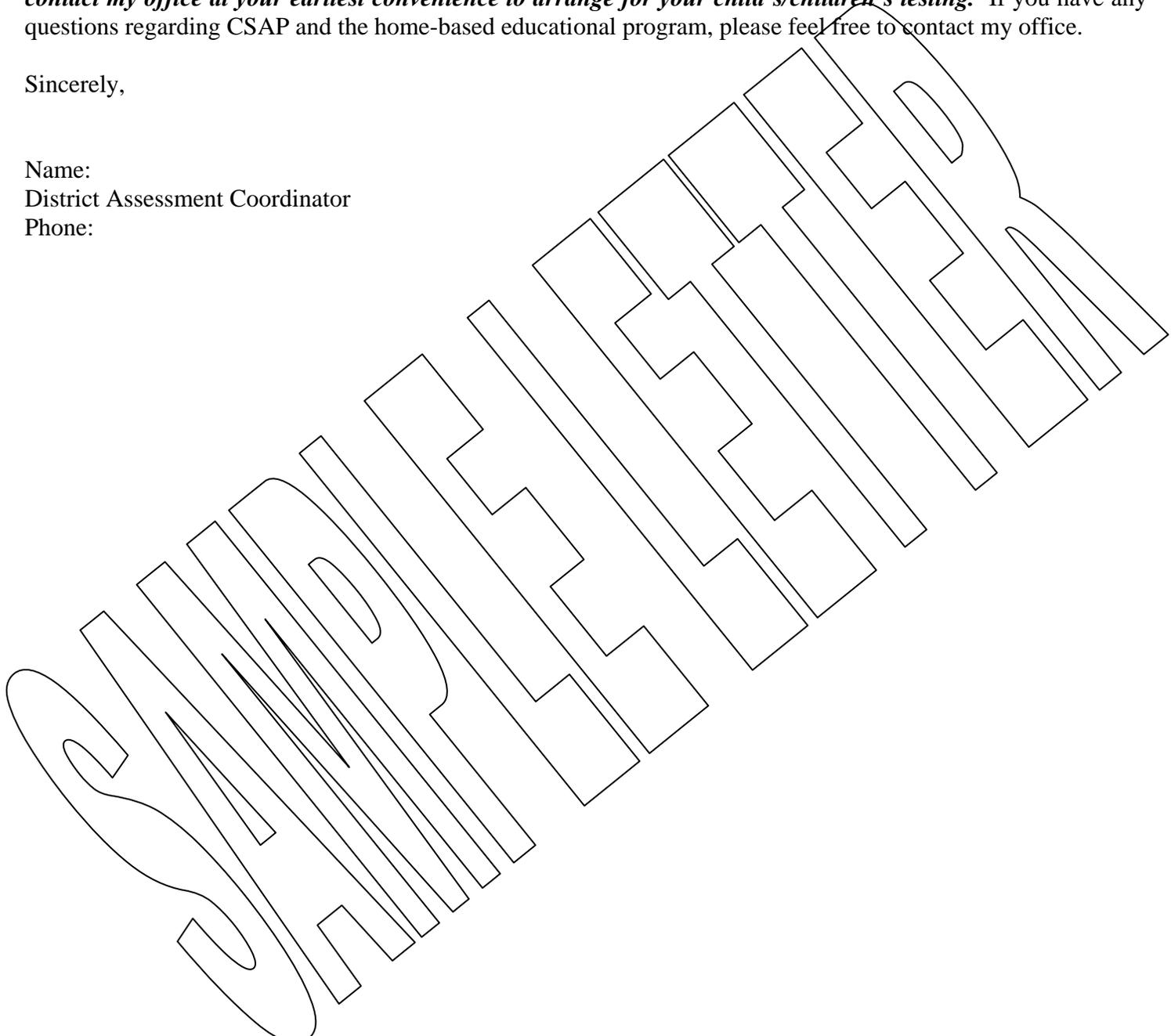
Approximate Ending Time: (indicate time). (3rd Grade Only)
 Approximate Ending Time: (indicate time).
 Approximate Ending Time: (indicate time).
 Approximate Ending Time: (indicate time).
 Approximate Ending Time: (indicate time).

**Grade 3 Writing is only two 50-minute sessions and Grade 3 Math is only two 55-minute sessions.
 Students in Grade 8 will need to test all four days.*

To assist us in planning for this opportunity for all of our students in a home-based educational program, ***please contact my office at your earliest convenience to arrange for your child's/children's testing.*** If you have any questions regarding CSAP and the home-based educational program, please feel free to contact my office.

Sincerely,

Name:
 District Assessment Coordinator
 Phone:



Appendix B: Other Colorado Academic Testing Programs

CSAPA Proposed Administration Schedule

GRADE	2002	2003	2004	2005 ♦	2006
3	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing * Math	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Math
4	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing * Math	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Math
5	Math Pilot	<input checked="" type="checkbox"/> Math	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Math	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Math	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Science
6			<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Math	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Math	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Math
7	Reading/Writing Pilot	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing * Math	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Math	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Math
8			* Reading * Writing * Math (Pilot) * Science (Pilot)	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Science
9			<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing * Math	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Math	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Math
10	Reading/Writing Pilot	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing * Math	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Math * Science (Pilot)	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Science
11			* Reading (English Language Arts) * Writing * Math	* Reading (English Language Arts) * Writing * Math	<input checked="" type="checkbox"/> Reading (English Language Arts) <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Science

denotes regular administration *denotes online administration

♦ CSAPA 2005 Testing Window will be from February 1 through March 18, 2005

NOTE: Once established, the assessment framework will stay consistent for a content area and grade-level. However, the assessment administration requirements may vary from grade to grade by number of indicators to be measured as well as activity type and length. Reading and Writing are combined within the same assessment in each grade level.

Colorado (CO) ACT Statewide Assessment

CO Act Assessments: 2005

Initial Testing Date	Make Up Testing Date	Accommodations Testing Dates
April 27, 2005	May 11, 2004	April 27–May 11, 2005

Overview

Colorado state law (C.R.S., 22-7-409 [1.5]) requires that all grade 11 students attending public schools in Colorado, including alternative, laboratory, and charter schools, must take a standardized, curriculum-based, achievement, college entrance examination. The assessment that best fits this legal requirement is the ACT Assessment.

The 11th grade ACT Assessment, which is more commonly known as the CO ACT, is administered once in April and once in May. This assessment is equivalent to all other ACT Assessments administered on national test dates throughout the country. Since this is an actual college entrance exam, results from this assessment can be submitted for college entrance by the student to their college or university of choice.

The CO ACT Assessment consists of two parts which are designed to help students prepare for postsecondary educational opportunities. The first part is a pre-test session which includes an interest inventory, a student profile section, and a course/grade section. The second part is the academic assessment section which includes tests in the areas of English, mathematics, reading, and science. From the tests, students receive a composite score along with scores for each of the skill areas; the CO ACT Assessment also provides two subscores in English, three subscores in mathematics, and two subscores in reading.

Since the CO ACT is part of Colorado's state testing program, the results from the 11th grade assessment are reported and included in the ratings calculations for each high school's School Accountability Report (SAR) published each December. In accordance with state law, only the reading, English, and math results from the CO ACT are included in SARs; science is excluded from all SAR reporting. To make it a "real" college entrance exam, science must be administered when taking the CO ACT.

For more information on the ACT Assessment, please visit the CDE website at:
http://www.cde.state.co.us/index_assess.htm



NAEP in Colorado

Important NAEP Dates

2004-2005 School Year	
Date	Activity
September	Superintendents, principals and District Assessment Coordinators are notified of schools that have been selected for assessment in the nine different tests/studies for NAEP 2005.
September-October	School Administrators/District Assessment Coordinators are sent and asked to complete and return the "2005 NAEP SCHOOL DATA COLLECTION FORM" for the tests for NAEP 2005 to the NAEP Coordinator, Pam A. Sandoval
Early November	Enrolled student lists are due from school to NAEP for sampled grades.
November	Test administration schedule for schools finalized.
Early January-Mid February	Pre-assessment visit window.
Early January-Mid February	Parents are notified students have been selected for assessment in fourth, eighth or twelfth grade reading, mathematics or science for NAEP 2005.
January 24-March 4	NAEP 2005 testing window.
March-September	Scoring and scaling of NAEP 2005 reading and mathematics results.
October 2005*	State and national results for grades 4 and 8 in reading and mathematics, and national results for grade 12 in reading and mathematics are scheduled to be released for NAEP 2005 assessments.

* Actual date to be determined

Overview

NAEP, the National Assessment of Educational Progress, is also known as “The Nation’s Report Card.” NAEP has been an operational assessment since 1969. Historically, Colorado’s NAEP average scores in reading and mathematics tend to be significantly higher than or equal to national public school average scores.

In 2003, for the first time, participation in NAEP was linked to Title I funding by the federal “No Child Left Behind” Act (legislative language follows). Within Colorado, NAEP will select a sample of schools to participate as described below. **Colorado and its schools selected for NAEP must participate in 4th and 8th grade assessments in reading and mathematics to receive state and district Title I funding.**

While participation is required to receive Title I funding, no sanctions or awards are given for performance on the NAEP. However, Colorado’s NAEP results are required to be used as confirmatory evidence for any trends identified in CSAP results under the new legislation, so it is important that Colorado schools and students do their best on the NAEP.

Sampling Process

NAEP does not assess every child in order to minimize testing burden. Instead, it selects a sample of student’s representative of Colorado as a whole. During the 2004-2005 school year, NAEP will be conducting nine important assessments/studies:

1. Reading Operational Test of *4th, *8th, and 12th grade students.
2. Mathematics Operational Test of *4th, *8th, and 12th grade students.
3. Science Operational Test of 4th, 8th, and 12th grade students.
4. Civics Pilot Test of 4th, 8th, and 12th grade students.
5. Economics Pilot Test of 12th grade students.
6. U.S. History Pilot Test of 4th, 8th, and 12th grade students.
7. National Indian Education Study of 4th and 8th grade students.
8. High School Transcript Study of 12th grade students.
9. Connected Math Project Validity Study of 7th and 8th grade students.

*The mathematics and reading tests for grades 4 and 8 are required and tied to Title I funds through the No Child Left Behind (NCLB) Act.

Each of these studies is based on a representative sample of the student population of the Nation and none are designed to produce individual state, school or student data. For further information on these assessments, please visit the National Center for Educational Statistics web site at <http://nces.ed.gov/nationsreportcard> or check our Colorado Department of Education web site at <http://www.cde.state.co.us/> under Assessment/NAEP Colorado Testing Information.

To select the representative sample of Colorado students, NAEP uses a process called stratified random sampling. In stratified random sampling, schools are grouped based on factors such as type of location (i.e., rural, suburban), minority enrollment, school size, and achievement on the CSAP. From within each of these groups, a random sample of schools is drawn. This type of sampling allows statisticians to account for clustering effects when they analyze the test results. It also minimizes administration costs.

Sometimes it may seem as if the samples are not randomly selected, as some schools are selected multiple years in a row. This happens when a school has a unique quality within the state, and without that school, the sample would not be representative of the state. For example, a school with very high achievement with student population demographics typically associated with lower achievement would be important to include if the sample is to be representative.

Administration Process

Once a school has been selected and agrees to participate in NAEP, most of the administration work is done by a NAEP subcontractor, Westat. Other than submitting a student list for the selected grade and identifying students who may need accommodations, school administrators and teachers do not have to be involved in the actual administration of the assessment. There is some flexibility in the assignment of a testing day within the window.

Selected students will be exposed to about 90 minutes of testing. The testing includes two 25 minute blocks of test questions and two short surveys about instructional factors. Selected students will be exposed to about 90 minutes of testing which includes two 25 minute blocks of test questions and two short surveys about instructional factors. Students selected to participate in an additional science authentic hands-on experiments (about half of the students selected for the science assessment) will require an additional 25 minutes, as well. Copies of the survey questions are available prior to the assessment date for review by interested teachers and parents.

In order to assess an entire domain such as mathematics in only 90 minutes per student, NAEP uses a process called matrix sampling. They divide what would be about an 8 hour assessment into 25 minute blocks and have each student take only two of the blocks. This minimizes testing burden on an individual student, which is an important consideration in the design of NAEP. As a result, the design does not yield results reliable at the student or school level. (One student does not take items from the entire domain, and within a school, only a few students will take any given block.) NAEP computes reliable results at the state level with sophisticated statistical processes. Therefore, the only results released are at state, regional, and national levels, and stakes for students and schools are minimized.

Accommodations are allowed by NAEP. Most of the NAEP accommodations are the same as the CSAP accommodations. All students that take the CSAP general assessment are included in the NAEP sampling frame for selection. If a school is selected for NAEP, the school will receive detailed information regarding NAEP accommodations.

NAEP Frameworks

The NAEP frameworks are not the same as the CSAP frameworks. Like the CSAP, the NAEP assessment frameworks were developed by educators. All NAEP items are reviewed by educators, community members, parents, and curriculum specialists from each state. Also like the CSAP, NAEP includes both multiple choice and constructed response items.

Frameworks for the NAEP assessments in mathematics and reading are located at <http://nces.ed.gov/nationsreportcard/mathematics/whatmeasure.asp> and <http://nces.ed.gov/nationsreportcard/reading/whatmeasure.asp>, respectively. In addition, the NAEP Question tool, at <http://nces.ed.gov/nationsreportcard/itmrls/>, includes many released items with student responses, item statistics, and scoring guides.

NAEP Resources

The National Center for Educational Statistics has a website that will answer many questions about NAEP, <http://nces.ed.gov/nationsreportcard/>. On this website, you will find frequently asked questions, results from previous administrations of NAEP, copies of the frameworks, released items, and references for reports published by NAEP. Of course, you can also contact the Colorado NAEP State Coordinator listed in the CDE contact section at the beginning of this manual.

Legislative Language

“Title I — Improving The Academic Achievement Of The Disadvantaged...

Part A — Improving Basic Programs Operated by Local Educational Agencies...

SEC. 1111. STATE PLANS...

(c) OTHER PROVISIONS TO SUPPORT TEACHING AND LEARNING- Each State plan shall contain assurances that—

...

(2) the State will, beginning in school year 2002-2003, participate in biennial State academic assessments of 4th and 8th grade reading and mathematics under the National Assessment of Educational Progress carried out under section 411(b)(2) of the National Education Statistics Act of 1994 if the Secretary pays the costs of administering such assessments;

...

(g) PENALTIES-

...

(2) FAILURE TO MEET REQUIREMENTS ENACTED IN 2001- If a State fails to meet any of the requirements of this section, other than the requirements described in paragraph (1), then the Secretary may withhold funds for State administration under this part until the Secretary determines that the State has fulfilled those requirements...

SEC. 1112. LOCAL EDUCATIONAL AGENCY PLANS...

(b) PLAN PROVISIONS-

(1) IN GENERAL- In order to help low-achieving children meet challenging achievement academic standards, each local educational agency plan shall include —

...

(F) an assurance that the local educational agency will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994;

...”

No Child Left Behind Act of 2001, Pub. L. No. 107-110, § 1111-1112, 115 Stat. 1425 (2002).

A copy of this legislation is also located at: <http://www.ed.gov/legislation/ESEA02/pg2.html>.

