

COLORADO

Colorado Student Assessment Program Alternate—CSAPA

2008 SCHOOL AND DISTRICT ASSESSMENT COORDINATORS' MANUAL



NOT a Secure Document



CSAPA

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Partners in Your Assessment Program

A Message from Your CSAPA Scoring Process Team at CTB

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

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

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



1-800-994-8557

Introduction

The purpose of this manual is to provide instructions to the District Assessment Coordinator (DAC) and School Assessment Coordinator (SAC) for securing and distributing test materials and returning them to CTB/McGraw-Hill for scoring.

Please read these directions carefully before distributing any materials.

Essential Steps For Student Success on CSAPA

Please take the time to read this manual. It is organized in sections:

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

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

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

Thank you.

This page is intentionally left blank.

Step

1

Review Your Test Materials

Instructions for the District Assessment Coordinator (DAC)

- The District Assessment Coordinator will be responsible for:
 - ✓ receiving test materials from CTB.
 - ✓ checking the shipment.
 - ✓ organizing test materials for each school district.
 - ✓ training School Assessment Coordinators (SAC).
 - ✓ delivering test materials to schools one week or less before the testing period.
 - ✓ determining responsibility for reviewing rosters of precoded student information.
 - ✓ determining and assigning responsibility for completing state student ID numbers, as well as special program, special education, and special accommodation information.
 - ✓ consolidating test materials after test administration.
 - ✓ assembling test materials for shipment.
 - ✓ maintaining test security.
- The District Assessment Coordinator's Kit includes the following materials:
 - ✓ district cover letter with general directions.
 - ✓ Packaging and Transportation Checklist.
 - ✓ short/add FAX form.
 - ✓ **new for 2008**—one set of orange TO BE SCORED return address labels.
 - ✓ **new for 2008**—one set of yellow NOT TO BE SCORED return address labels.
- **If you discover any shortages or incorrect shipments, promptly contact the CSAPA Help Desk at 1-800-994-8557.**
- Save the sturdy green boxes in which materials were shipped so that you can use them to return test materials after administration. Only the green boxes provided by CTB can be used for shipping the test materials. If you do not have enough green boxes, please contact the CSAPA Help Desk at **1-800-994-8557**.
- If, after reading these instructions and the enclosed information, you have any questions about the materials or the instructions for organizing the materials and returning them to CTB, please call the CSAPA Help Desk at **1-800-994-8557**.

Instructions for the School Assessment Coordinator (SAC)

- The School Assessment Coordinator (SAC) will be responsible for:
 - ✓ training Test Examiners.
 - ✓ receiving test materials from the District Assessment Coordinator (DAC).
 - ✓ checking the shipment.
 - ✓ distributing test materials to CSAPA Test Examiners.
 - ✓ ensuring that Test Examiners review the *CSAPA Test Examiner's Manual* prior to administering the test.
 - ✓ ensuring that testing procedures in the *CSAPA Test Examiner's Manual* and the *Procedures Manual* on the CDE website are followed.
 - ✓ ensuring that precoded student information is accurate, and making corrections as necessary.
 - ✓ ensuring that the student data grid is accurately completed (if applicable).
 - ✓ ensuring that bubble fields on the outside back cover of Rating Forms are accurately completed.
 - ✓ collecting and checking test materials after test administration.
 - ✓ completing and checking the Group Information Sheets (GIS).
 - ✓ completing and checking the School/Group List (SGL).
 - ✓ packing test materials and transporting them to the District Assessment Coordinator (DAC).
 - ✓ maintaining test security.
- The School Assessment Coordinator's Kit includes the following materials:
 - ✓ school cover letter.
 - ✓ Packaging and Transportation Checklist.
 - ✓ School/Group Lists to be completed by the School Assessment Coordinator after test administration. (Note: If additional School/Group Lists are needed, they can be photocopied locally.)
 - ✓ precoded, red Group Information Sheets (commodity code #49614), to be completed by the School Assessment Coordinator.
 - ✓ bar code labels and student roster.

- **If you discover any shortages or incorrect shipments, promptly contact your District Assessment Coordinator. The DAC will contact CTB/McGraw-Hill.**
- Save the sturdy green boxes in which materials were shipped so that you can use them to return test materials after administration. Only the green boxes provided by CTB can be used for shipping the test materials. If you do not have enough green boxes, please contact your DAC.
- If, after reading these instructions and the enclosed information, you have any questions about the materials or the instructions for organizing and returning the materials, contact your DAC.
- Test materials must be kept secure at all times.

HANDLING OF PRECODED STUDENT LABELS

CTB will provide SAC with one biographical label and two bar code labels for each student. These labels are precoded by CTB, using student data provided by districts. A roster of students, including that data, is made available with the precoded labels. For each student, check the biographical label and the roster of students to ensure that information is accurate. Only CSAPA labels can be used for CSAPA. Do not use labels from CSAP or CELA for CSAPA.

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

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

EXCEPTIONS

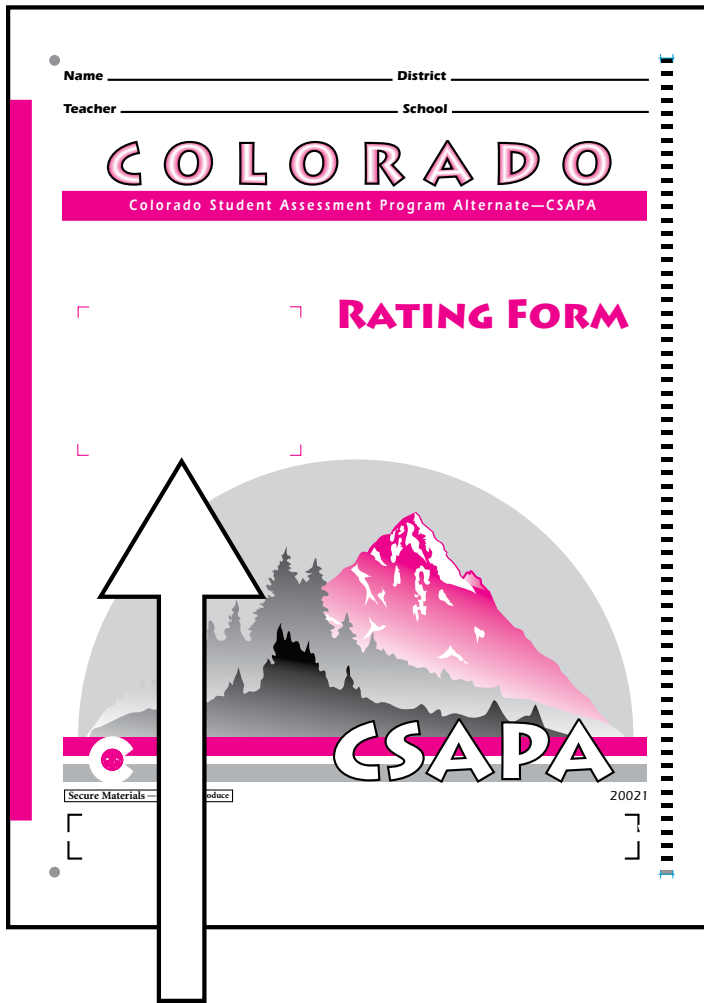
If a bar code label is placed on a Rating Form and subsequently it is determined that the label is inaccurate, place a blank label **over** the inaccurate label, and then affix the correct bar code label **over** the blank label (example: an inaccurate bar code label, covered by a blank label, covered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

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

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

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

Cover of Rating Form (bar code label positioning)



AFFIX

JOSEPH P. BAKER SASID: 32100421 SCHOOL: CENTURY MS 1480 DISTRICT: ADAMS 12 FIV 0020 GRADE: 08 BIRTHDATE: 07/14/97 GENDER: MALE 2008 BARCODE ID: 70000203 <h2 style="text-align: center;">CSAPA</h2> <p style="text-align: center;">DO NOT USE ON BOOK</p>	<h2 style="font-size: 1.5em;">CSAPA</h2> JOSEPH P. BAKER CENTURY MS 1480 ADAMS 12 FIV 0020 GRADE: 08 SASID: 32100421 70000203	<h2 style="font-size: 1.5em;">CSAPA</h2> JOSEPH P. BAKER CENTURY MS 1480 ADAMS 12 FIV 0020 GRADE: 08 SASID: 32100421 70000203
---	--	--

Biographical label
(Do **not** affix)

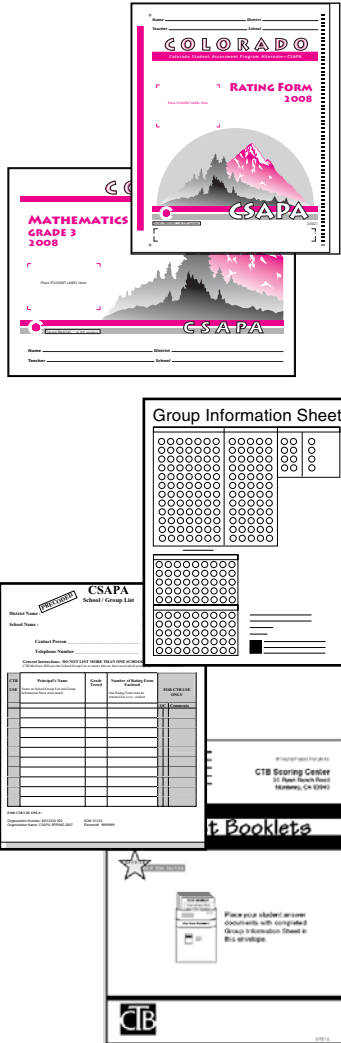
Bar code label
(Affix as shown)

Step 2 Distribute Test Materials

Instructions for the School Assessment Coordinator

Distribute the test materials to the Test Examiners as soon as possible. The *CSAPA Test Examiner's Manual*, Group Information Sheets, and Answer Document Return Envelopes may also be delivered to the Test Examiners as soon as possible to allow them time to become familiar with the procedures. **Reminder: All test materials must be kept secure at all times.**

Please instruct the Test Examiners to review the *CSAPA Test Examiner's Manual* prior to administering the test.



When you distribute these...

do this:

Rating Forms, Test Books, and ancillary materials

Distribute test materials in appropriate numbers to each class.

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

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

Do not photocopy the GIS. It does not scan if copied. If you need additional Group Information Sheets and/or envelopes, contact your DAC. The DAC will contact CTB/McGraw-Hill.

Ensure that you have one GIS and envelope(s) for each grade to be scored.

Answer Document Return Envelopes—used with the GIS and the SGL to group answer documents for scoring

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

Complete the School/Group List. You should have one line filled out on the School/Group List for every GIS included (see Step 6).

For information on administering the tests, please refer to the *CSAPA Test Examiner's Manual*.

Step 3 Collect Test Materials

Instructions for the School Assessment Coordinator

Collect Materials

Immediately after testing is complete, collect the test materials from each Test Examiner. Ensure that a Rating Form has been turned in for every student.

Check the Student Data Grid

The student data grid on the back of the Rating Form must be completed **only** if you are **not** using a preprinted student ID bar code label or if it is necessary to make changes to information that was precoded in the student ID file that was included with the bar code labels.

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

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

Data Field

Information

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

Data Field**Information**

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

Data Field**Information**

11 CONTINUOUSLY ENROLLED 1 YEAR (Fill in one bubble in each row.) (Note: Attending kindergarten does not count as an enrolled year.)	No Yes 0 1 In School 0 1 In District
12 CONTINUOUSLY ENROLLED 3 YEARS (Fill in one bubble in each row.) (Note: Attending kindergarten does not count as an enrolled year.)	No Yes 0 1 In ELL Program 0 1 In Colorado
13 District use only—A	No 0 Yes 1 (Expelled Student)
14 Date Most Recently Entered U.S. (Fill in the appropriate bubbles; if the day is a single digit, fill in the zero bubble for the first digit.)	Month, Day, Year
15 District use only—C	1 = Free lunch eligible 2 = Reduced lunch eligible 3 = Not eligible
16 PROGRAM (Fill in all bubbles that apply.)	No Yes 0 1 IEP 0 1 504 0 1 Title 1 0 1 October New to School 0 1 Migrant 0 1 Immigrant 0 1 District Use—D (Homeless) 0 1 GT designation (Gifted and Talented)

Data Field

Information

17 ADAPTATIONS
(Fill in all bubbles that apply.)

(Separate columns are provided for reading, writing, mathematics, and science adaptations.)

(Fill in as many bubbles as necessary to account for all adaptations used for each content area.)

None
Assistive technology
Braille
Eye gaze
Modified picture symbols
Objects
Sign Language
Translation into student's native language
Other

18 TEST INVALIDATION

(Separate columns are provided for reading, writing, mathematics, and science invalidations.)

(Fill in one bubble only, in each column.)

0 = Student tested all activities
4 = Parental refusal
5 = Test not completed
6 = Withdrew before completion
9 = Misadministration
A = Taking CSAP Assessment
B = District ed. services

Student Data Grid

A sample of the student data grid is shown below. Further details can be found on pages 7 through 10.

1										2			3	4				
STUDENT'S NAME										BIRTH DATE			GRADE	ETHNICITY				
Last										First	M.I.	Month	Day	Year	5	ETHNICITY (mark one)		
A	A	A	A	A	A	A	A	A	A	A	A	A	0	0	0	0	1	American Indian/ Alaska Native
B	B	B	B	B	B	B	B	B	B	B	B	B	1	1	1	1	2	Asian/ Pacific Islander
C	C	C	C	C	C	C	C	C	C	C	C	C	2	2	2	2	3	Black (not of Hispanic origin)
D	D	D	D	D	D	D	D	D	D	D	D	D	3	3	3	3	4	Hispanic
E	E	E	E	E	E	E	E	E	E	E	E	E	4	4	4	4	5	White (not of Hispanic origin)
F	F	F	F	F	F	F	F	F	F	F	F	F	5	5	5	5		
G	G	G	G	G	G	G	G	G	G	G	G	G	6	6	6	6		
H	H	H	H	H	H	H	H	H	H	H	H	H	7	7	7	7		
I	I	I	I	I	I	I	I	I	I	I	I	I	8	8	8	8		
J	J	J	J	J	J	J	J	J	J	J	J	J	9	9	9	9		
K	K	K	K	K	K	K	K	K	K	K	K	K	0	0	0	0		
L	L	L	L	L	L	L	L	L	L	L	L	L	1	1	1	1		
M	M	M	M	M	M	M	M	M	M	M	M	M	2	2	2	2		
N	N	N	N	N	N	N	N	N	N	N	N	N	3	3	3	3		
O	O	O	O	O	O	O	O	O	O	O	O	O	4	4	4	4		
P	P	P	P	P	P	P	P	P	P	P	P	P	5	5	5	5		
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	6	6	6	6		
R	R	R	R	R	R	R	R	R	R	R	R	R	7	7	7	7		
S	S	S	S	S	S	S	S	S	S	S	S	S	8	8	8	8		
T	T	T	T	T	T	T	T	T	T	T	T	T	9	9	9	9		
U	U	U	U	U	U	U	U	U	U	U	U	U	0	0	0	0		
V	V	V	V	V	V	V	V	V	V	V	V	V	1	1	1	1		
W	W	W	W	W	W	W	W	W	W	W	W	W	2	2	2	2		
X	X	X	X	X	X	X	X	X	X	X	X	X	3	3	3	3		
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	4	4	4	4		
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	5	5	5	5		

STATE STUDENT ID NUMBER (required)										5 male <input type="radio"/> Male <input type="radio"/>		
6										CSAPA 2008		
										Grade 5		

If a precoded label is used, the following data cannot be modified: student name, birth date, grade, ethnicity, gender, and student ID number. If any of that information is incorrect, do not use the label. Instead, fill in all sections of this page. If any other student information provided with the label needs to be changed, you may use the label and complete only those items that require changes.

7										8			9			10			11			12			13			14			15					
PRIMARY DISABILITY (mark one)										LANGUAGE BACKGROUND (mark one)			CONTINUOUSLY ENROLLED 1 YEAR			DATE MOST RECENTLY ENTERED U.S.																				
<input type="radio"/> 00 None <input type="radio"/> 01 Limited intellectual capacity <input type="radio"/> 03 Emotional disability <input type="radio"/> 04 Specific learning disability <input type="radio"/> 05 Hearing disability <input type="radio"/> 06 Visual disability <input type="radio"/> 07 Physical disability <input type="radio"/> 08 Speech/lang. disability <input type="radio"/> 09 Deaf-blind <input type="radio"/> 10 Multiple disabilities <input type="radio"/> 13 Autism <input type="radio"/> 14 Traumatic brain injury										<input type="radio"/> 0 English <input type="radio"/> 1 Spanish <input type="radio"/> 2 Other			<input type="radio"/> No <input type="radio"/> 0 In School <input type="radio"/> 1 In District			<input type="radio"/> No <input type="radio"/> 0 In District <input type="radio"/> 1 In Colorado			<input type="radio"/> No <input type="radio"/> 0 <input type="radio"/> 1			<input type="radio"/> No <input type="radio"/> 0 <input type="radio"/> 1			<input type="radio"/> No <input type="radio"/> 0 <input type="radio"/> 1			<input type="radio"/> No <input type="radio"/> 0 <input type="radio"/> 1			<input type="radio"/> No <input type="radio"/> 0 <input type="radio"/> 1			<input type="radio"/> No <input type="radio"/> 0 <input type="radio"/> 1		
<input type="radio"/> 0 Not applicable <input type="radio"/> 1 NEP <input type="radio"/> 2 LEP <input type="radio"/> 3 FEP										<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5			<input type="radio"/> No <input type="radio"/> 0 <input type="radio"/> 1			<input type="radio"/> No <input type="radio"/> 0 <input type="radio"/> 1			<input type="radio"/> No <input type="radio"/> 0 <input type="radio"/> 1			<input type="radio"/> No <input type="radio"/> 0 <input type="radio"/> 1			<input type="radio"/> No <input type="radio"/> 0 <input type="radio"/> 1			<input type="radio"/> No <input type="radio"/> 0 <input type="radio"/> 1			<input type="radio"/> No <input type="radio"/> 0 <input type="radio"/> 1					
<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5										<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5			<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3			<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3			<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3			<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3			<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3			<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3								

17										18			16		
ADAPTATIONS (mark all that apply)										TEST INVALIDATION (mark one)			PROGRAM (mark all that apply)		
<input type="radio"/> None <input type="radio"/> Assistive technology <input type="radio"/> Braille <input type="radio"/> Eye gaze <input type="radio"/> Modified picture symbols <input type="radio"/> Objects <input type="radio"/> Sign Language <input type="radio"/> Translation into student's native language <input type="radio"/> Other										<input type="radio"/> 0 Student tested all activities <input type="radio"/> 4 Parental refusal <input type="radio"/> 5 Test not completed <input type="radio"/> 6 Withdrew before completion <input type="radio"/> 9 Misadministration <input type="radio"/> A Taking CSAP Assessment <input type="radio"/> B District ed. services			<input type="radio"/> 0 IEP <input type="radio"/> 1 504 <input type="radio"/> 1 Title I <input type="radio"/> 1 Oct New to School <input type="radio"/> 1 Migrant <input type="radio"/> 1 Immigrant <input type="radio"/> 1 District Use-D <input type="radio"/> 1 GT designation		

Secure Materials — do NOT reproduce

Step

4

Check Test Books

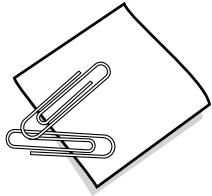
Instructions for the School Assessment Coordinator

Physical Condition

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

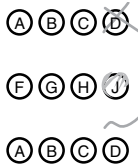
If you find this...

do this:



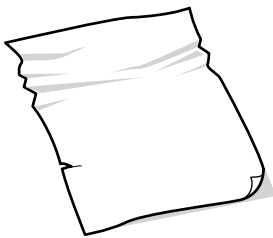
- scratch paper
- tape of any kind
- Post-it® notes
- staples
- pins
- paper clips

Remove them.



- light marks
- incomplete erasures
- stray marks

Erase marks or make them heavier as needed.



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

Completely copy a damaged Rating Form onto a clean, unused document.

Damaged Rating Forms cannot be machine-scanned and the student will not receive a score.

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

Use a soft eraser.

Mark responses by filling in bubbles solidly.

Step 5 Complete and Check Group Information Sheets

Instructions for the School Assessment Coordinator

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

Important: If you did not receive a precoded GIS, please contact your District Assessment Coordinator (DAC).

STANDARD GIS

Group Information Sheet

<div style="border: 1px solid black; padding: 2px;"> <p style="text-align: center; margin: 0;">PRINCIPAL NAME</p> <p style="margin: 0;">JONES</p> </div>	<div style="border: 1px solid black; padding: 2px;"> <p style="text-align: center; margin: 0;">SCHOOL NAME</p> <p style="margin: 0;">COLFAX ES DEN</p> </div>	<div style="border: 1px solid black; padding: 2px;"> <p style="text-align: center; margin: 0;">3</p> <p style="margin: 0;">Number Students Testing</p> <p style="margin: 0;">020</p> </div>	<div style="border: 1px solid black; padding: 2px;"> <p style="text-align: center; margin: 0;">4 GRADE</p> <p style="margin: 0;"> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12+ <input type="radio"/> Ungraded </p> </div>
<div style="border: 1px solid black; padding: 2px;"> <p style="text-align: center; margin: 0;">5</p> <p style="text-align: center; margin: 0;">SPECIAL CODES</p> <p style="margin: 0;">A B C D E F G H I J K L M N O P Q R S T U V</p> </div>			
<div style="border: 1px solid black; padding: 2px;"> <p style="text-align: center; margin: 0;">6</p> <p style="text-align: center; margin: 0;">ORG-TP (CTB USE)</p> </div>		<div style="border: 1px solid black; padding: 2px;"> <p style="text-align: center; margin: 0;">7</p> <p style="text-align: center; margin: 0;">STRUC/ELEMENT # (CTB USE)</p> </div>	

Organization Name: _____

District Name: _____

SO #: _____

State: _____

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49614



After a Group Information Sheet has been checked for accuracy, place it on top of the corresponding scannable Rating Form(s). Then place the stack in a Group Information Envelope. **DO NOT MIX GRADES.**

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

REMINDER: Package all NOT TO BE SCORED material return items in separate boxes. All CSAPA materials must be returned to CTB, including all used and unused test books, all materials used for transcribing the test books, test protocols for each content area, CSAPA Test Examiner's Manuals, CDs, and unused Rating Forms. Please put all NOT TO BE SCORED materials in separate boxes.

<i>When you check this...</i>	<i>look for this:</i>
1 PRINCIPAL NAME	The principal's last name must be printed in the boxes, and then the first name or initial, if needed. Under each box, the bubble with the same letter must be filled in.
2 SCHOOL NAME	The school name is precoded.
3 NUMBER STUDENTS TESTING	The number of students whose Rating Forms are grouped with this GIS must be printed in the boxes, and the corresponding bubbles must be filled in.
4 GRADE (Mark one)	Fill in the appropriate Grade Level. Use one GIS per grade.
5 SPECIAL CODES	Special codes are precoded with the district and school identification numbers.
6 ORGANIZATION NAME, DISTRICT NAME, SO#, STATE	The organization name, district name, SO#, and state are precoded.

Step

6

Complete the School/Group List

Instructions for the School Assessment Coordinator

CTB uses the School/Group List to double-check that all your Rating Forms have been received. Every Group Information Sheet completed must have an entry on the appropriate School/Group List. To complete the School/Group List, refer to the instructions on page 16. Once the School/Group List is completed, it is recommended that a photocopy be made for your records.

IMPORTANT: Each school must complete at least one School/Group List.

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

- District Name and Number
- School Name and Number

IMPORTANT: If you did not receive a precoded School/Group List, contact your District Assessment Coordinator (DAC).

CSAPA

School / Group List

1 District Name : ACADEMY 20

2 School Name : LIBERTY HS

Contact Person _____

Telephone Number _____

3 District # : _____

3 School # : _____

4

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

CTB USE	Principal's Name <small>5</small> Name School/Group List and Group Information Sheet must match	Grade Tested	Number of Rating Form Enclosed <small>One Rating Form must be returned for every student</small>	FOR CTB USE ONLY	
				QC	Comments

6 FOR CTB USE ONLY:
 Organization Number: M012323 002 SO#: 01232
 Organization Name: CSAPA SPRING 2007 Element#: 9999999

<i>When you check this...</i>	<i>look for/do this:</i>
1 DISTRICT NAME	The district name is precoded.
2 SCHOOL NAME	The school name is precoded.
3 DISTRICT NUMBER SCHOOL NUMBER	The district and school numbers are precoded.
4 CONTACT PERSON TELEPHONE NUMBER	Write the name and telephone number of the individual who should be contacted at the school in the event that CTB/McGraw-Hill has questions concerning the materials returned for processing.
5 PRINCIPAL'S NAME GRADE TESTED NUMBER OF RATING FORMS ENCLOSED	List the principal's name and write each grade tested, which should match the corresponding Group Information Sheet(s). Write the number of Rating Forms enclosed for each grade. Be sure that this number is the count of students whose Rating Forms are being sent for processing. This number should match the number on the corresponding Group Information Sheet(s). A Rating Form must be turned in for every student.
6 FOR CTB USE ONLY	Do not write in this area.

Step 7

Package Test Materials

Instructions for the School Assessment Coordinator

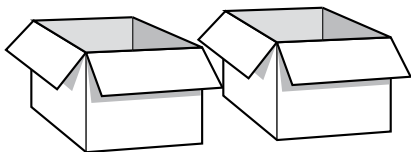
Before returning the test materials to the District Assessment Coordinator, the materials should be packaged according to the following guidelines to ensure safe shipment. Failure to properly follow these directions may cause a delay in processing your answer documents.

- 1 Place the Group Information Sheet and the Rating Forms into the envelopes provided. When more than one envelope is needed for a particular grade, number them “1 of 2,” “2 of 2,” etc. Clearly mark the outside of the envelope with the school name and number.

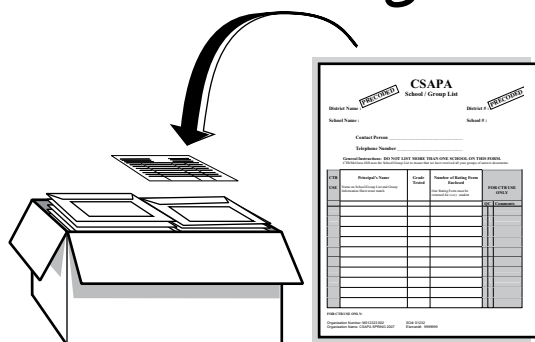
- 2 Obtain shipping boxes.

Place all envelopes in the green shipping boxes. The green boxes in which test materials were delivered to you are ideal for return shipping. Ensure that former labels and other markings have been removed or covered.

- Collect all NOT TO BE SCORED or unscorable materials for separate packaging (see Step 5).
- For TO BE SCORED materials: If you do not have enough green boxes, give priority to the TO BE SCORED materials. Then, contact your DAC to obtain additional boxes.
- For NOT TO BE SCORED materials only: If availability of green boxes can result in a delay in the return of materials, use corrugated cardboard boxes that are sturdy and dry.



- 3 Place the School/Group List in Box 1.



- Place the School/Group List (SGL) on top of the envelopes. If there are multiple boxes for your school, place all SGLs on top of the envelopes in Box #1.

-
- 4** Package all secure NOT TO BE SCORED materials in separate boxes. All CSAPA materials must be returned to CTB, including all used and unused test books, all materials used for transcribing the test books, test protocols for each content area, CSAPA Test Examiner’s Manuals, CDs, and unused Rating Forms.

DO NOT mix these materials with envelopes containing materials that are TO BE SCORED.

- 5** Do not seal boxes. Return unsealed boxes to the District Assessment Coordinator, who will check the contents before forwarding them to CTB for scoring.
-

Step

8

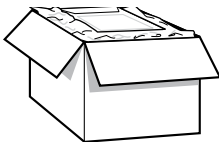
Package and Ship Test Materials

Instructions for the District Assessment Coordinator (See Number 2 on page 17 if the boxes you receive are not sturdy enough for shipping.)

1 Obtain all test material boxes from the schools within your district.

- ✓ Check contents of each box for accuracy and keep an accurate account of the school contents within each box.

NOTE: Due to the high probability that the volume of scorable documents from schools will be quite small, it is an acceptable practice for CSAPA to combine multiple school documents within a single box for return to CTB. If this option is more desirable, please follow these steps for packaging materials:



- Ensure there are no grades mixed together within any single envelope.
- Keep all envelopes together by school and place the SGL on top of the stack of envelopes. If there are multiple boxes for your schools, place all SGLs on top of the envelopes in Box # 1.
- Before sealing the green boxes for return, keep an accurate account of the school contents within in each box.

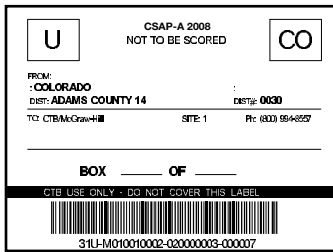
2 Add packing material to box(es).

If any green box is not completely filled, add only crumpled paper to avoid damage caused by shifting during shipment.

- ✓ Add enough crumpled paper to hold the documents securely in place during transit.
- ✓ Do not use foam “popcorn” or “peanuts.”

3 Separate the TO BE SCORED (scorable) boxes from the NOT TO BE SCORED (unscorable) boxes.

All CSAPA materials must be returned to CTB, including all used and unused test books, all materials used for transcribing the test books, test protocols for each content area, CSAPA Test Examiner’s Manuals, CDs, and unused Rating Forms.



4 Affix shipping labels to boxes.

New for 2008—each return shipping label must be placed on the end of each box in the location that is specified on the box.

New for 2008—your District Assessment Coordinator’s Kit contains **orange** shipping labels to be used for returning your school’s boxes of used TO BE SCORED test books.

- ✓ Affix the orange TO BE SCORED shipping label to the outside of each box in the location specified on the box.
- ✓ Mark each orange TO BE SCORED shipping label with your total district count. The shipping label has a space for this information.

New for 2008—your Test Coordinator Kit contains **yellow** NOT TO BE SCORED labels.

- ✓ Affix the yellow NOT TO BE SCORED label to boxes containing used and unused test books, all materials used for transcribing the test books, test protocols for each content area, CSAPA Test Examiner’s Manuals, CDs, and unused Rating Forms.
- ✓ Affix the label to the outside of the box in the location specified on the box.

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

DO NOT photocopy these labels. DO NOT reuse the labels.

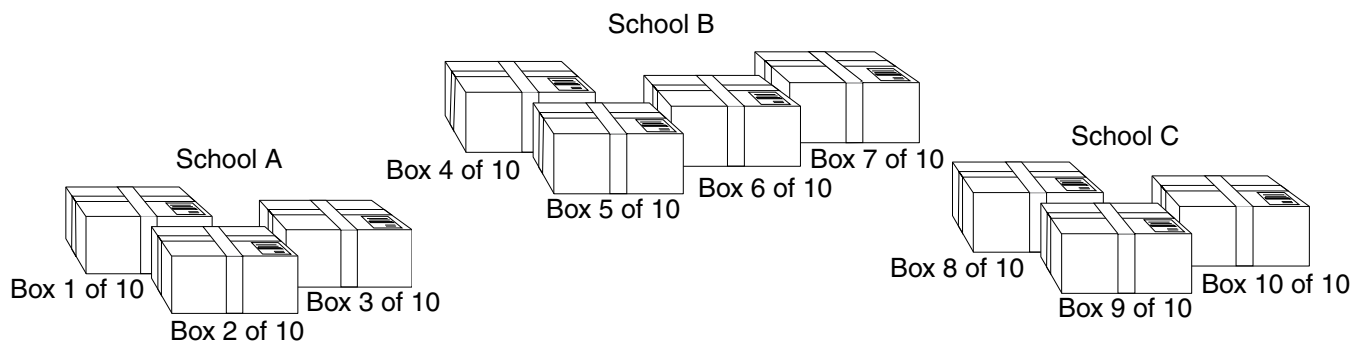
Seal the boxes securely.

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

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

5 Mark the boxes.

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

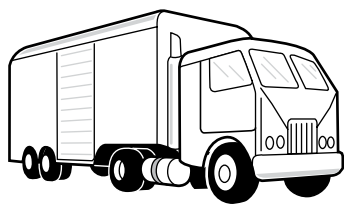


The diagram above shows the packaging for a district with three schools. The district’s shipping labels should be numbered in sequence to show **both** the box numbers from each school **and** the box numbers from the district. (Refer to sample label on page 20.)

NOTE: If you have a large number of boxes, they must be placed on pallets. The pictures below show an example of how to correctly place the boxes on pallets.



Boxes properly palletized



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

Hold the box(es) for pickup by the CTB/McGraw-Hill shipping contractor. If the boxes have to be stored before they are shipped, keep them in a safe, dry place. Wet or damp documents will wrinkle and curl and cannot be scored. Please keep materials secure.

If you require assistance in scheduling your materials for pickup, please contact the CSAPA Help Desk at 1-800-994-8557.

