

COLORADO

Student Assessment System

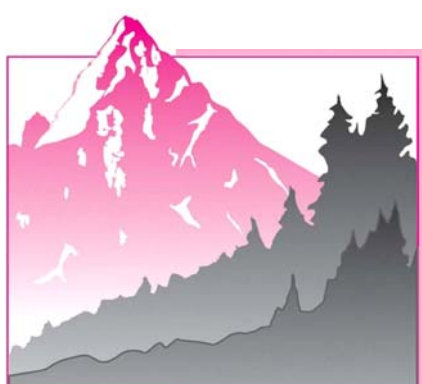


2008-2009

Procedures Manual

For

CSAP **CSAPA** **CELA**pro



The Unit of Student Assessment

Office of Learning and Results
The Colorado Department of Education
201 E. Colfax Ave.
Denver, CO 80203

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Introduction

This manual has been prepared for all District Assessment Coordinators, Colorado Student Assessment Program (CSAP) assessment proctors, Colorado Student Assessment Program Alternate (CSAPA) and Colorado English Language Acquisition Proficiency (CELAPro) test examiners, teachers, school specialists, principals as well as other interested groups. It includes information about the following topics: CDE contacts, important dates, responsible assessment practices, administration guidelines, test administration for students with a variety of special circumstances, student data variables, and an overview of assessment reporting practices.

Information regarding the use and documentation of accommodations as well as special assessment considerations for students with disabilities can be found in the *Colorado Accommodations Manual: Selecting and Using Accommodations*. Information relative to special considerations for English Language Learners (ELLs) and linguistic accommodations available for second language learners will be found in the *Colorado Accommodations Manual for English Language Learners*.

All public school students enrolled in a Colorado schools in the grades tested must be accounted for in the Colorado Student Assessment Program by taking either CSAP or CSAPA.

All NEP and LEP students enrolled in a Colorado school in grades K-12 must take the CELAPro. Please note: ELL students (NEP and LEP) who are eligible to take CSAPA are not excluded from taking CELAPro. An attempt to administer each section of the assessment must be made.

A District Assessment Coordinator (DAC) is appointed by their district superintendent to perform a variety of duties. For purposes of the Colorado state student assessment system, which includes the CSAP, CSAPA, CELAplace, the CELAPro, the COACT and NAEP, the DAC is:

1. the point person for all communications to and from the Colorado Department of Education's Unit of Student Assessment, and disseminates important assessment information for the district, schools, teachers and parents;
 2. the district core assessment team leader overseeing the training of test examiners (CSAPA and CELAPro) and proctors (CSAP, COACT) to administer the assessments in a standardized, ethical manner, taking all precautions to prevent misadministrations;
 3. responsible for overseeing the management of the districts' tests administration calendar(s) to ensure the state's deadlines are met, and
 4. responsible for overseeing the data and reporting procedures functions for the various assessments.
-

On December 18, 2006 the Colorado Assessment System received Full Approval with Recommendations from the United States Department of Education (USDoE). This means that Colorado's standards and assessment system meets all statutory and legal requirements under NCLB. (See the letter in Appendix A)

Section I: Essential Contact Information

Colorado Department of Education
Office of Standards and Assessments
201 East Colfax Avenue, Denver, CO 80203
Tele: 303.866.6929 FAX: 303.866.6680

Contact	Responsibilities
Julie Banuelos, Program Assistant 303.866.6929; banuelos_j@cde.state.co.us	<ul style="list-style-type: none"> • Main Contact for the Office of Standards and Assessment
Beth Celva, Director, Unit of Student Assessment 303.866.6929	<ul style="list-style-type: none"> • Colorado State Assessment System
CSAP Principal Consultant (Holly Baker until 11/1) 303.866.6664 or 303.866.6929	<ul style="list-style-type: none"> • Oversight of development for CSAP and other state assessments
Dena Coggins, Senior Consultant – CSAPA 303.866.6709; coggins_d@cde.state.co.us	<ul style="list-style-type: none"> • Oversight of development for CSAPA and other state assessments
Marisol Enríquez, Senior Consultant –CELAPro 303.866.6634; enriquez_m@cde.state.co.us	<ul style="list-style-type: none"> • Oversight of development for CELAPro and other state assessments
Fabian Maes, Senior Consultant - COACT 303.866.6877; maes_f@cde.state.co.us	<ul style="list-style-type: none"> • Management of COACT assessment • Web Development – OSA and USA
Pam A. Sandoval, Principal Consultant – Colorado National Assessment of Educational Progress (NAEP) State Coordinator 303.866.6643; sandoval_p@cde.state.co.us	<ul style="list-style-type: none"> • NAEP (The Nation’s Report Card) State Coordinator for Colorado NAEP Assessments
James McIntosh, Supervisor - Data Operations 303.866.6979; mcintosh_j@cde.state.co.us	<ul style="list-style-type: none"> • Management of data operations for all state assessments
Margaret Lake, Senior Consultant - Data 303.866.6802; lake_m@cde.state.co.us	<ul style="list-style-type: none"> • Data analysis for all state assessments
Holly Baker, Principal Consultant – High School Assessment Phone number: tbd; baker_h@cde.state.co.us	<ul style="list-style-type: none"> • Management of High School Postsecondary Workforce Readiness Assessment Pilot



CTB/McGraw-Hill

Contact	Responsibilities
CTB Help Desk (For DAC use Only) 1.800.994.8557	<ul style="list-style-type: none"> All aspects pertaining to the administration of state assessments.

For Questions Not Related to Assessment Administration

Exceptional Student Leadership Unit

Contact	Responsibilities
Main Number - 303.866.6694	<ul style="list-style-type: none"> Policy questions including, but not limited to, IEPs, RtI, 504's, Eligibility for CSAPA, Accommodations for instruction

Language Culture and Equity Unit

Contact	Responsibilities
Joanna Bruno, Senior Consultant 303.866.6963 bruno_j@cde.state.co.us	<ul style="list-style-type: none"> Policy questions including, but not limited to, Identification and reclassification, program services, AMAOs, Data Interpretation

Title I (AYP)

Contact	Responsibilities
Alyssa Pearson, Senior Consultant 303.866.6855 pearson_a@cde.state.co.us	<ul style="list-style-type: none"> AYP Calculations and Determinations Federal testing policy

Section 2: Critical Timelines and Dates

2.1 Colorado Student Assessment Program (CSAP) 2008-2009

<input type="checkbox"/>	Mid-October to Mid-December	Ordering of Braille, large print, and Spanish CSAP materials (ordered online at CTB website by District Assessment Coordinators [DAC])
<input type="checkbox"/>	November	DAC/SAC Manuals posted on CDE website
<input type="checkbox"/>	November	District Assessment Coordinator CSAP administration training
<input type="checkbox"/>	1 st week of December	Deadline to submit requests for early test materials/administration of CSAP
<input type="checkbox"/>	Early January	Submission of updated student data files for precoded labels (Districts send to CDE via Automated Data Exchange [ADE])
<input type="checkbox"/>	Mid-January	Delivery of DAC Packets & all administration manuals to districts (Including precoded labels, rosters and Group Information Sheet [GIS])
<input type="checkbox"/>	Last week of January	Delivery of grade 3 reading and Lectura test materials to districts
<input type="checkbox"/>	2/17 /09– 2/27 /09	Testing window for grade 3 reading and Lectura
<input type="checkbox"/>	1 st week of March	Shipping window for grade 3 reading and Lectura to CTB for scoring (Early return of test materials is strongly encouraged.)
<input type="checkbox"/>	Mid-February	Delivery of all other test materials to districts
<input type="checkbox"/>	3/9/09 - 4/10/09	Testing window for all grades/content areas including grades 5, 8& 10 science, grade 3 Escritura, and Grade 4 Lectura and Escritura
<input type="checkbox"/>	Mid-March through Mid-April	Shipping Window for grades 3-10 mathematics, 4-10 reading and writing to CTB for scoring
<input type="checkbox"/>	Last week of March	Ncount for grades 3 reading and Lectura
<input type="checkbox"/>	Last week of April	Grade 3 reading and Lectura electronic results (GRT) posted to CTB website for district download
<input type="checkbox"/>	1 st week of May	Delivery of grade 3 reading and Lectura printed reports to districts
<input type="checkbox"/>	Last week of May	Ncount for grades 3–10 (excluding 3 rd grade reading and Lectura)
<input type="checkbox"/>	1 st week of June	Electronic review and verification of student data by districts (SBD)
<input type="checkbox"/>	Mid-July	Grades 3-10 electronic results (GRT) posted to CTB website for district download
<input type="checkbox"/>	Late July	Press release (All grades and content areas excluding 3 rd grade reading and Lectura)
<input type="checkbox"/>	1 st week of August	Printed reports delivered to districts

*Districts establish their own testing window within the state specified window. For more information on CSAP scheduling see page 22.

2.2 Colorado Student Assessment Program Alternate (CSAPA) 2008-2009

<input type="checkbox"/>	October	DAC/SAC Manuals posted on CDE website
<input type="checkbox"/>	November	District Assessment Coordinator and Core Team CSAPA administration training
<input type="checkbox"/>	10/15 through 10/26	Online Enrollment for ordering materials including un-contracted Braille
<input type="checkbox"/>	January	Delivery of DAC Packets & all administration manuals to districts <i>(Including precoded labels, rosters and Group Information Sheet [GIS])</i>
<input type="checkbox"/>	Early January	Submission of updated student data files for precoded labels <i>(Districts send to CDE via Automated Data Exchange [ADE])</i>
<input type="checkbox"/>	January	Delivery of grade 3 CSAPA materials to districts
<input type="checkbox"/>	By Mid-February or earlier	Shipping window for grade 3 CSAPA assessments <i>(Early return of test materials is strongly encouraged)</i>
<input type="checkbox"/>	By January 23	Delivery of all other CSAPA test materials to districts
<input type="checkbox"/>	2/03/09-3/27/09	Testing window for all CSAPA grades/content areas
<input type="checkbox"/>	Mid-February though early April	Shipping Window for grades 3-10 mathematics, 4-10 reading and writing, and 5, 8, and 10 science to CTB for scoring
<input type="checkbox"/>	Last week of May	Ncount for grades 3-10
<input type="checkbox"/>	1 st week of June	Electronic review and verification of student data by districts (SBD)
<input type="checkbox"/>	Mid-July	Grades 3-10 electronic results (GRT) posted to CTB website for district download
<input type="checkbox"/>	Late July	Press release (All grades and content areas excluding 3 rd grade reading and Lectura)
<input type="checkbox"/>	1 st week of August	Printed reports delivered to districts

* Districts establish their own testing window within the state specified window. For more information on CSAPA scheduling see page 24.

2.3 Colorado English Language Acquisition Proficiency (CELApro) 2008-2009

<input type="checkbox"/>	October	Online Enrollments for CELApro materials <i>(ordered online at CTB website by District Assessment Coordinators [DAC])</i>
<input type="checkbox"/>	September - November	Student October submission of student data files for precoded labels <i>(Districts send to CDE via Automated Data Exchange [ADE])</i>
<input type="checkbox"/>	October	DAC/SAC Manuals posted on CDE website
<input type="checkbox"/>	November	District Assessment Coordinator and Core Assessment Team CELApro administration training
<input type="checkbox"/>	December	Delivery of DAC Packets & all administration manuals to districts <i>(Including precoded labels, rosters and Group Information Sheet [GIS])</i>
<input type="checkbox"/>	End of November – Mid December	Delivery of all CELApro test materials to districts
<input type="checkbox"/>	1/2/09-2/3/09	Testing window for all grades (K-12)
<input type="checkbox"/>	2/6/09	Deadline for shipping all grades (K-12). This is the last day materials will be picked up.
<input type="checkbox"/>	March	Ncount and Electronic review and verification of student data by districts (SBD)
<input type="checkbox"/>	April	Grades K-12 electronic results (GRT) posted to CTB website for district download
<input type="checkbox"/>	April/May	Printed reports delivered to districts

* Districts establish their own testing window within the state specified window. For more information on CELApro scheduling see page 25.

2.4 Colorado State Assessment System Administration Windows

2008-2009 CSAP Testing Windows

02/17/09 – 2/27/09	3/9/09 – 4/10/09
Grade 3 reading and Lectura	Grade 3 writing and Escritura Grades 4 – 10 reading and writing Grade 4 Lectura and Escritura Grades 3 – 10 Mathematics Grades 5, 8 & 10 science

"The assessments shall be conducted during the period beginning the second Monday in March and ending on the third Monday in April of each year." - Colorado Revised Statutes [22-7-409(1.2.a.1)]. (Descriptions of the grades and content areas to be assessed are located in the Colorado Student Assessment Program.) - Colorado Revised Statutes [22-7-409(1)].

2008-2009 CSAPA State Testing Window

2/03/09 – 3/27/09
Grades 3-10 reading Grades 3-10 writing Grades 3-10 mathematics Grades 5, 8 and 10 science

"Every student enrolled in a public school shall be required to take the (state) assessments (defining the requirement for students to participate in a CSAP-Alternate assessment)." - Colorado Revised Statutes [22-7-409(1.2.a.1.d.I.A)].

2008-2009 CELApro State Testing Window

1/02/09 through 2/03/09
Grades K-12 Reading, Writing, Listening, Speaking

2009 CO ACT Statewide Test Date

April 22, 2009
Grade 11
CO ACT Make-up: May 6, 2009

(Please reference Colorado Statute requiring the administration of a standardized college entrance exam to be administered to all public school students in the eleventh grade.) - Colorado Revised Statutes [22-7-409(1.2.a.1.d.III.1.5.a)].

2009 11th grade Alternate

04/01/09 - 05/08/09
reading, writing, mathematics, and science Managed by the Exceptional Student Leadership Unit



Section 3: History and Purpose

3.1 CSAP



The Colorado Student Assessment Program (CSAP) is Colorado's 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 assessed. The CSAP is collaboratively developed 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 levels. 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.

“Every student enrolled in a public school shall be required to take the (state) assessments (in the content areas and grades administered).” - Colorado Revised Statutes [22-7-409(1.2.a.1.d.I)].

One of the most important messages about CSAP administration procedures is this:

“All means All”

All public school students enrolled in a Colorado school in the grades tested must be accounted for in the Colorado Student Assessment Program (CSAP). This means that every student, regardless of language background or ability must be provided the opportunity to demonstrate their content knowledge on the CSAP or the CSAPA.

As the Colorado Student Assessment Program (CSAP) was expanded from 1997 (two tests in one grade) to 2006 (31 tests in eight grades), and the CSAPA and CELApro programs also became operational, several new administration procedures have been needed and subsequently developed. Where test administration procedures evolved, the need for communication regarding assessment administration has also grown and changed.

Purposes of the CSAP

There are three purposes to the CSAP program:

1. **To determine the level at which Colorado students meet the Colorado Model Content Standards in the content areas assessed.** 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 to the standards.
2. **To measure the progress of Colorado 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.



The first administration of CSAP took place in the spring of the 1996-1997 school year. 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.

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, mathematics 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 mathematics 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 Mathematics 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 mathematics 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 mathematics. States must also assess students in science at the elementary, middle and high school levels	Grades 3-10 reading, writing Grades 5-10 mathematics* Grade 8 science
2003-2005	None	Grades 3-10 reading, writing Grades 5-10 mathematics Grade 8 science
2006	None	Grades 3-10 reading, writing, mathematics, Grades 5, 8, and 10 science
2006	Colorado receives Full Approval with Recommendations for the Colorado Standards and Assessment System (See Appendix A for letter)	Grades 3-10 reading, writing, mathematics, Grades 5, 8, and 10 science
2007	Colorado State Board of Education approves new science standards	Grades 5, 8, and 10 science
2008	Revised CSAP science assessments are administered	Grades 5, 8, and 10 science
2008	Colorado SB 212 is signed into law (CRS 22-7-1007) establishing a pilot program beginning in the fall of 2008 for workforce readiness and college preparedness assessments	Grades 9, 10, 11

*Per 2002 Federal NCLB legislation and Colorado HB 02-1306, grades 3 and 4 Mathematics were administered in the 2004-2005 school year.



3.2 CSAPA



The Colorado Student Assessment Program Alternate (CSAPA) is a standards-based assessment designed specifically for students with significant cognitive disabilities and is meant 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 Expanded Benchmarks which are linked to the Colorado Model Content Standards in the content areas assessed. The data should be used to keep abreast of individual student progress toward attaining achievement in the content areas. The CSAPA is collaboratively developed by the Colorado Department of Education, Colorado educators and CTB/McGraw-Hill.

The first administration of the CSAPA took place in 2001 with the administration of the 4th grade reading and writing assessments. Since that time, the CSAPA has grown to include 27 assessments for grades 3 through 10 in reading, writing, mathematics, and grades 5, 8 and 10 in science. The assessments mirror the content assessed on the CSAP.

Year	Important Legislation and Events	Tests Administered
1997	IDEA is reauthorized and requires Students with Disabilities to participate in statewide assessments. For those students who cannot take the general assessment, an alternate must be administered by 2001. Task force is developed to focus on alternate tests for 4 th , 7 th & 10 th grades.	none
1998	Task force creates the framework for the expanded standards/benchmarks, and aligns concepts with grade level benchmarks.	none
1999	none	none
2000	Colorado SB 00-186 is passed, requiring that an increased number of alternate assessments be developed to be in alignment with CSAP.	none
2001	None	CSAPA grade 4 reading/writing
2002	Federal No Child Left Behind Act-requires states to administer alternate assessments based on 1% proficiency.	CSAPA grade 3, 4 reading writing
2003	None	CSAPA grades 3, 4, 7, 10 reading, writing, and grade 5 mathematics
2004	IDEA 2004 reauthorized reaffirms participation of Students with Disabilities in assessment and the use of accommodations, as well the need for alternates by grade and content areas	CSAPA grades 3, 4, 5, 6, 7, 9, 10 reading and writing; grade 5, 6 mathematics
2005	None	CSAPA grades 3-10 reading and writing, grades 3-9 mathematics Grade 8 science
2006	None	CSAPA grades 3-10 reading and writing Grades 3-10 mathematics, Grades 5 and 8 science
2007	New grade 3-10 Alternate Assessment Created for mathematics and grade 10 science	CSAPA grades 3-10 reading and writing Grades 3-10 mathematics, Grades 5, 8, 10 science
2008	New grade 3-10 Alternate Assessment Created for reading, writing and grade 5, 8 science	CSAPA grades 3-10 reading and writing Grades 3-10 mathematics, Grades 5, 8, 10 science

3.3 CELApro



The Colorado English Language Acquisition Proficiency Assessment (CELApro) is designed to provide a picture of students English Language Development. The primary purpose of the assessment program is to determine the level at which Colorado NEP and LEP students meet the Colorado English Language Development Standards in four domains (Listening, Speaking, Reading and Writing). The CELApro is collaboratively developed by the Colorado Department of Education, Colorado educators and CTB/McGraw-Hill. The data should be used to keep abreast of individual student, school, and district progress toward attaining English Language Fluency. The fact that CELApro is based on the Colorado English Language Development Standards ensures 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.

The first administration of CELApro took place in the spring of the 2005-2006 school year. The 2008 CELApro includes new items in order to increase alignment to the ELD standards to 100% in the 2008 administration. The following table traces the evolution of CELApro from its inception to its current form in 2008.

Please note: ELL students (NEP and LEP) who are eligible to take CSAPA are not excluded from taking CELApro. An attempt to administer each section of the assessment must be made.

Year	Important Legislation and Events	Test Administration
1981	English Language Proficiency Act (ELPA) from 1975, reenacted in 1981. CRS 22-24-01 Equal Educational Opportunities for Language Minority Children.	None
2002	Senate Bill 02-109: Concerning the assessment of students whose dominant language is not English. Amendments to the ELPA Act to include a single state instrument or technique to be used by districts.	None
2002	Federal No Child Left Behind Act Title III: English Language Acquisition, Language Enhancement, and Academic Achievement Act. Public Law 107-110 requiring states to assess English language learners.	None
2004-2005	Task force developed to review RFP's for state CELApro contract. Contracted w/ CTB McGraw Hill for their Las Links Form A.	None
Spring 2006	Las Links shelf test implemented	CELApro
Summer 2006	CELApro Placement Screener implemented	CELAplace
Winter 2007	Second administration of Las Links shelf test with CELApro cover (window changed at the request of the Local Education Agencies)	CELApro
Winter 2007	CELAplace task force to review Kindergarten test	None
Summer 2007	CELAplace K, 1, and 2 booklets separated and new K test	CELAplace
Winter 2008	CELApro student books (K-2) separated to K, 1, 2. Addition of Colorado items to reach approximately 100% alignment to ELD standards.	CELApro

Section 4: Ethics

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, CSAPA, and CELApro, 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) (1999) and the Code of Professional Responsibilities in Educational Measurement by the National Council on Measurement in Education (1985).

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

4.1 General Principles.

This part 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 to in determining what practices are appropriate and what practices are unprofessional, unethical and/or inappropriate.

4.2 Administration.

This part focuses on concrete examples of ethical and unethical practices in the administration of CSAP, CSAPA, and CELApro.

4.4 Interpretation.

This part provides examples of appropriate and inappropriate uses and interpretation of CSAP, CSAPA, and CELApro results.

4.1 General Principles

In monitoring practices related to administering the state assessments 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 Test Proctors and CELApro and CSAPA Test Examiners Shall:	Those Who Interpret, Use, and Communicate Assessment Results Shall:
Maintain security of the all 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 Proctors Manual, CELApro and CSAPA examiners Manuals 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 taking any of the assessments.	Avoid any practice that supports or leads others to interpret or use assessment results in unethical or inappropriate ways.
Ensure that all students who need an accommodation in order to access the assessment are afforded one and that the policies and procedures described in the Colorado Accommodations Manual and the Colorado Accommodations Manual for ELLs are followed precisely.	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 beginning 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 or language proficiency.	Use multiple sources and types of relevant information about persons or programs whenever possible in making educational decisions.

4.2 Administration of Assessments

Examples of ethical and unethical practices are provided below to illustrate the standards and principles of professionally responsible practices in the administration of the state assessments. 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, or violates the proprietary nature of the assessment such as copying items by any means for reference or use. Teaching a specific test does not enhance student learning, whereas, developing a curriculum based on the Colorado Model Content Standards, the Expanded Benchmarks or the Colorado English Language Development Standards is appropriate. These Standards provide the skills and knowledge that will be tested on the state assessment.

Ethical Behavior/Practice in Preparation and Administration of Assessments

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, CSAPA and CELApro training items for professional development purposes.
4. Using CSAP released items, CSAPA and CELApro training items to familiarize students with the different formats of items on the assessment and how to indicate responses.
5. Increasing student motivation to do their best on the assessment through appeals to students, parents and teachers and by encouraging students to show their best work.
6. Familiarizing students with test-taking strategies.
7. Setting a testing schedule that provides students with the maximum amount of time that is allowed on the assessment.
8. Setting a testing schedule that provides make-up days for students who were absent for a session of the assessment.
9. Reporting any violations, if they occur, of the prescribed assessment administration conditions to appropriate persons in the school, district and state offices.

Unethical Behavior/Practice in Preparation and Administration of Assessments

1. Developing curriculum based on the specific items of any state assessment, or preparing instructional objectives based on specific state assessment items and teaching accordingly, rather than developing instructional objectives based on the standards and benchmarks.
2. Presenting or sharing an actual CSAP, CSAPA or CELApro test instrument or items (including writing prompts) in a public forum (this includes discussion of items on current or past assessments with other individuals in or out of the school).
3. Making a copy of the CSAP, CSAPA or CELApro and/or preparing a student study guide based on the items on a particular assessment.
4. Copying the vocabulary words from CSAPA or CELApro test items, reading passages, or writing prompts, and using them as the basis for, or, incorporating them into language arts instruction.
5. Copying test passages, test items, writing prompts, and/or student responses from an actual CSAP, CSAPA or CELApro assessment for any purpose including but not limited to use in instructional planning, classroom instruction or assessment. Note: copying includes any means of duplicating an item. This may include memorization, text messaging, Morse code, etc. More information is included on page 27 of this Procedures Manual, as well as the Test Proctor's Manuals and Test Examiner's Guides.
6. Deviating from the prescribed administration procedures specified in the CSAP Test Proctors Manual or the CSAPA and CELApro Examiner's Manuals in order to assist student performance.
7. 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 assessment administration manuals.
8. Allowing students to use dictionaries, thesauri or word processors with spell and grammar check on the reading and writing assessments.
9. 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.
10. Telling students the correct responses or allowing them to discuss answers among themselves, or hinting to a student to reconsider an answer to any items he/she has given.
11. Allowing the use of notes or other materials which give students an opportunity to engage in practices which may give them an unfair advantage.
12. Changing responses that students have written or bubbled in.
13. Attempting to score student responses on CSAP, CSAPA, or CELApro before returning the tests to CTB.
14. Purposefully excluding eligible students from CSAP, CSAPA or CELApro 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 assessments,
 - ✓ encouraging parental refusal of assessments to prevent frustration for low-performing students.
15. Not providing students with documented accommodations on the assessment that are normally used during regular assessment situations including district, school and classroom assessments.
16. Providing students with accommodations on the assessment that are not documented in a formal plan and/or not normally used during regular assessment situations including district, school and classroom assessments.
17. Discussing items or student responses with other staff members or students after the administration of the assessment.

4.3 Interpretation and Use of Assessment 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 state assessments:

Ethical Behavior/Practice in the Use and Interpretation of Assessment Results

1. Using CSAP, CSAPA, and CELApro 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, CSAPA, and CELApro 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 Assessment Results

1. Basing student retention or promotion decisions on CSAP, CSAPA, and CELApro results alone.
2. Basing decisions regarding a student's 504, IEP, Individual Literacy Plans, or other formal educational plan on CSAP, CSAPA, and CELApro results alone.
3. Evaluating teachers, schools or districts based on CSAP, CSAPA, and CELApro results alone.
4. Knowingly using CSAP, CSAPA, and CELApro 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, CSAPA, and CELApro 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, CSAPA, and CELApro results in a manner or for a purpose for which they were not designed.

Section 5: Assessment Structure, Timing and Scheduling

5.1 CSAP Structure and Session Timing



The CSAP assessments are pencil-and-paper timed assessments, aligned to the Colorado Model Content Standards. Each test contains multiple sessions with the following two types of items:

- ✓ Multiple Choice (MC) items - require a student to select the correct or best response from a list.
- ✓ Constructed Response (CR) items - require a student to provide or construct, an answer which further explains the student reasoning behind the standard being assessed.
 - Short Constructed Response (SCR) items
 - Extended Constructed Response (ECR) items

The two types of CRs differ only in the length of time required and complexity of the task.

The following table provides information about the structure and timing 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	60	MC and CR
Grade 3 writing	English Spanish	2 & 3	2	60	MC, SCR & editing
Grades 4-10 reading	English Spanish (4 only)	1, 4, 5, & 6	3	60	MC and CR
Grades 4-10 writing	English Spanish (4 only)	2 & 3	3	60	MC, SCR, ECR, planning & editing
Grades 3-10 mathematics	English	1-6	3*	65	MC and CR
Grade 5, 8 and 10 science	English	1-5	3	65	MC and CR

*Grade 3 mathematics is only two 65-minute sessions.

FACT SHEETS for each content area have been developed which further define the total number of items, percentage of items assigned to each Colorado Model Content Standard, sub-content areas reported, the percentage of each MC and CR items and the point ranges assigned to each. These may be found on the CDE website: http://www.cde.state.co.us/cdeassess/index_assess.html

5.2 CSAP Scheduling

- The DAC and superintendent are responsible for establishing the individual district assessment window and administration schedule within the state’s five week window.
- All test sessions must be administered during the appropriate testing window. The appropriate testing window is to begin and end all assessments, including make-ups, and administrations with accommodations, within a three-week window.
- **REQUIRED:** Test sessions **MUST** be administered in the order they appear within each test booklet. It is the responsibility of the school or district to determine the specific schedule.

Additionally, the writing test has the following specific considerations:

- Writing Sessions #1 and #2 must be taken in consecutive order with no weekend intervening.
 - Writing Sessions #1 and #2 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.
- Make-ups may need to be given out of order. Upon return to school, the student should continue with any remaining sessions with his/her class, making up missed sessions as soon as possible. The exception is writing, where the student must complete Session #1 before Session #2.
 - 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. Refer to the **sample schedule** for ideas on scheduling.

Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
A.M. Instructional Time	A.M. -65 Minutes CSAP- Literacy 1	A.M. -65 Minutes CSAP- Literacy 2	A.M. -65 Minutes CSAP- Literacy 3	A.M. -65 Minutes CSAP- Make-ups
A.M. Instructional Time	A.M. Instructional Time	A.M. Instructional Time	A.M. Instructional Time	A.M. Instructional Time
A.M. Instructional Time	A.M. Instructional Time	A.M. Instructional Time	A.M. Instructional Time	A.M. Instructional Time
P.M. Instructional Time	P.M.- 65 Minutes CSAP-Mathematics 1	P.M.- 65 Minutes CSAP- Mathematics 2	P.M.- 65 Minutes CSAP- Mathematics 3	P.M.- 65 Minutes CSAP- Make-ups
P.M. Instructional Time	P.M. Instructional Time	P.M. Instructional Time	P.M. Instructional Time	P.M. Instructional Time
P.M. Instructional Time	P.M. Instructional Time	P.M. Instructional Time	P.M. Instructional Time	P.M. Instructional Time

All testing must be completed within a district’s three week window.

- **REQUIRED:** All classrooms within a grade or content area within a school must administer the same session, on the same day, at the same time, to provide for test security and expedite return of district content area materials. For example, all 4th grade classes in one school must administer the same test session on the same day or all 8th grade students in a school take the same test session on the same day.
- Further, 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. This will facilitate earlier returns of entire district content areas to CTB for scoring. If a student requires extended accommodations or misses a session due to illness or some other legitimate reason, make-up sessions must be held before the end of the district testing window. Make-up tests are considered valid so that schools and districts are not unfairly penalized for legitimate student absences.

Time Limits

- Time limits for sessions are as follows:
 - mathematics and science sessions = 65 minutes each
 - reading and writing = 60 minutes each.
- Only students with a documented accommodation may have additional time beyond the time limits for any session. See the Colorado Accommodations Manual for more information regarding extending timing.

Extra time is not unlimited time. Extra time is generally time and a half at maximum. Specifics of extra time must be formally documented in a student’s educational plan. Please refer to the Colorado Accommodations Manual for more information regarding this accommodation.

- Students with accommodations that allow additional time must be tested in a separate room to prevent distractions caused by other students who require less time.
- Students that are provided extra time and use extra time while taking the assessment must have their student booklet coded as “EXTENDED TIMING USED.” If students were provided the opportunity to use extra time and did not need or did not use extra time in taking the assessment, do not code extended timing used on the student data grid.

5.3 CSAPA Structure and Session Timing



The CSAPA is an un-timed, individually administered assessment, linked to the Colorado Model Content Standards and aligned with the expanded benchmarks. The CSAPA assessments are comprised of individual items often using picture symbols as a response methodology. Because the CSAPA is individually administered there are no restrictions regarding the order that the assessment is administered in nor are there restrictions on completing the assessment within a given day. It is imperative that scheduling of the assessment be based on the individual needs of the student.

Each item contains a prepare statement and two prompt statements. The first prompt statement is designed to ensure that the student is engaged in each task, thus, ensuring opportunity to demonstrate their content knowledge and skill. The test consists of multiple choice (MC) items and modified constructed response (MCR) items.

Grade(s) and Content Area	Languages Available	Estimated Administration Time	Teacher Preparation	Item Types
Grades 3-10 reading	English (Spanish 3 rd and 4 th grades only)	Varies by Individual Student	-Become familiar with the assessment -Prepare test materials -Prepare individual CSAPA Expanded Accommodations	MC and MCR
Grades 3-10 writing	English Spanish (3 rd and 4 th grades only)	Varies by Individual Student	-Become familiar with the assessment -Prepare test materials -Prepare individual CSAPA Expanded Accommodations	MC and MCR
Grades 3-10 mathematics	English	Varies by Individual Student	-Become familiar with the assessment -Prepare test materials -Prepare individual CSAPA Expanded Accommodations	MC and MCR
Grade 5, 8 and 10 science	English	Varies by Individual Student	-Become familiar with the assessment -Prepare test materials -Prepare individual CSAPA Expanded Accommodations	MC and MCR

5.4 CSAPA Scheduling

- The DAC and superintendent are responsible for establishing the administration schedule, and ensuring that every student taking CSAPA is assessed within the state window.
- CSAPA must be administered individually by a licensed educator who knows the student best.
- CSAPA content area assessments may be given in any order. The entire assessment (all content areas) must be completed before the student rating sheet can be returned to CTB for scoring.
- While the scheduling of the assessments 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.
There are no time limits on CSAPA and the assessment may be stopped and restarted at any time. However, once an item is presented it must be completed before stopping and cannot be revisited.

5.5 CELApro Structure and Session Timing



The CELApro assessment is a pencil-and-paper assessment aligned to the Colorado English Language Development Standards. The CELApro has four domains: Speaking, Listening, Reading and Writing. Each domain is designed to measure a component of language development, recognizing that language develops along a continuum. The CELApro consists of:

- Multiple Choice (MC) items - require a student to select the correct or best response from a list.
- Constructed Response (CR) items - require a student to provide or construct an answer.

The following table provides information about the structure and timing of the CELApro assessment. **Please note: ELL students (NEP and LEP) who are eligible to take CSAPA are not excluded from taking CELApro. An attempt to administer each section of the assessment must be made.**

Domain	Estimated Administration Time	Administration Mode	Subtests
Speaking	10 minutes	Individual	Speak in Words Speak in Sentences Make Conversation Tell a Story
Listening	25 minutes	Group Or Individual	Listen for Information Listen in the Classroom Listen and Comprehend
Reading	45 minutes	Group Or Individual	Analyze Words Read Words Read for Understanding
Writing	25 minutes (grades K and 1) 45 minutes (grades 2-12)	Group Or Individual	Use Conventions Write About Write Why Write in Detail

5.6 CELApro Scheduling

- The DAC and superintendent are responsible for establishing the individual district assessment window and administration schedule.
- All test sessions (domains) must be administered during the appropriate testing window.
- 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.
- If a student requires extended accommodations or misses a session due to illness or some other legitimate reason, make-up sessions must be held before the end of the district testing window.

All testing must be completed within a district's window.

No Time Limits

- All portions of the test are un-timed in order to give ELLs every opportunity to demonstrate proficiency in English. Advanced students may complete the test faster than beginning level students; it is recommended that students take the group test with other students of similar linguistic competence.

Estimated Administration Times

- Allowing for variations in student proficiency levels and grade, the following times are estimates:

Skill Area	Estimated Administration Time*	Administration Mode
Speaking	10 minutes-All grades	Individual
Listening	15 minutes-All grades	Group or Individual
Reading	35 minutes-Kindergarten 45 minutes-grades 1-12	Group or Individual
Writing	35 minutes-K-1 45 minutes-grades 2-12	Group or Individual

*Estimated administration times are given for scheduling purposes. The amount of time it takes will be dependent on the individual student. Collaboration between regular classroom teachers and test examiners (if different) is essential.

Please note: ELL students (NEP and LEP) who are eligible to take CSAPA are not excluded from taking CELApro. An attempt to administer each section of the assessment must be made.

Section 6: Preventing Misadministrations

During the 2008 CSAP administration, only 628 assessments out of 1.6 million tests (.04%) were invalidated due to misadministrations of the assessment. Every one of those misadministrations was caused by educational professionals not following the policies and procedures set forth by the Colorado Department of Education and/or CTB McGraw Hill.

Our mutual work is centered on ensuring that students have equal opportunities to demonstrate their skills and abilities relative to the Colorado Model Content Standards. Preventing misadministrations is a fundamental and key step in the work of the Unit of Student Assessment, the DACs, and all district personnel. Misadministrations result in the loss of important information relative to student's performance on the Colorado Model Content Standards, and as scores follow students in the permanent record and are vital to the Colorado Growth Model data, it is imperative that every student is provided a fair and valid opportunity to demonstrate their knowledge and skills.

6.1 Preventing Test Item Theft and Fraud

Of primary concern is ensuring that test proctors and school personnel clearly understand the implications of copying in any way (including memorization) assessment items for personal or classroom use. Colorado's assessments are protected by federal copyright laws and are secured and proprietary assessments.

6.2 Do Not Reproduce

Security is ensuring that there is **no reproduction** of any test materials. This includes:

- memorization
- photocopying
- photographing
- scanning
- encoding
- text messaging
- sign language
- Morse code
- or any other methodology of violating the security of the test.
- Do **not** copy, by any means, any student work that results from a state assessment.
- Material from a test book may not be reproduced by any means.
- Do **not** expose students to test questions before actual testing.

Secure Materials — do NOT reproduce



6.3 Using only 2008 – 2009 materials

Prior to the beginning of the 2007-2008 school year, all materials related to previous years' assessments (CSAP, CSAPA, CELApro) must be disposed of in a secure manner by the school and/or district. These materials may include:

- Examiners and test proctors manuals
- Large print or Braille versions of the assessments
- Punch out tools
- Actual tests

This must be done as materials are updated and revised on an annual basis. Use of a previous year's assessment materials may result in misadministration and student test invalidation.

★ The only materials that a district may retain in a secure manner past the administration window are the CSAPA adaptations that teachers have made to assist with the administration of the assessment. These materials are secure and must be stored by the DAC. The DAC may also choose to destroy these secure materials after the CSAPA administration.

It is unethical to violate established procedures which provide students with a quality standardized assessment experience. Failure to follow these guidelines may result in test misadministration and score invalidation due to non-standardized conditions during the administration of the state assessments. This includes violations of the security procedures for state assessments.

6.4 Housekeeping

★ Districts must establish a methodology by which they can certify that any materials used in classrooms to familiarize students with assessment formats are free of any actual live test items, including CSAP, CSAPA, and CELApro. If materials cannot be certified to contain no live assessment items (any item from 1997 to the present) these materials **MUST BE DESTROYED**. **DACS must ensure that any teacher created test preparation materials used in the classroom do not contain any live (current or past) test items.**

6.5 Students Who Move on to another Session of CSAP without Permission

It is essential for teachers to instruct students to stop at the **STOP** page after each session of the assessment. When students have completed one session of a test and then proceed to the next session without receiving specific instructions from a test administrator to do so, the test has been **misadministered**. The standard consequence of misadministering a test is the invalidation of that test.

This type of misadministration is a RARE occurrence. If this is a common school occurrence, teachers must be counseled in active test proctoring and ethical assessment practices. Students who cause this type of misadministration must also be advised of the implications this action may have on their educational record.

To further prevent this from occurring, a **STOP** page is included at the end of every test session. A copy of this page can be found in Appendix B. It is important that test proctors and students are familiar with this procedure. **A copy of the stop page may be posted in the room during the assessment as a reminder to students.**

★ **STOP** pages have not been incorporated into the Lectura and Escritura. For these assessments **only**, Spanish stop page (found in the Test Coordinators Kit) can be inserted between sessions. DACs must work with SACs and test proctors to ensure this is done accurately. This paper must be removed after administration, before test booklets are sent to CTB for scoring. This insert is only allowable for Lectura and Escritura.



6.6 Key Areas for Training

★ Training for all school personnel involved with any aspect of the state’s assessments is required on an annual basis. Thorough training is one of the best ways districts can prevent misadministrations from occurring. As always, districts are required to collect documentation from all personnel having completed training, demonstrating an understanding of the policies and procedures set forth by the State of Colorado and the district.

For CSAP and CSAPA, districts must submit signed documentation to the Colorado Department of Education stating that all personnel have been trained and fully understand all aspects of the administration of the state’s assessments including handling of materials, security and ethical administration practices. A sample form is included in Appendix B. Documentation must be submitted to the Unit of Student Assessment prior to the opening of your district’s assessment window.

While CELApro is also proprietary and protected by federal copyright laws, the nature of the assessment requires a specialized protocol for administration and security. A signed statement is not required at this time for CELApro training and security.

The following are components of training often overlooked. Please be sure that they are a part of your comprehensive training provided to all staff.

1. Account for all test booklets and keep them in a secure location per chain of custody requirements.
2. 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).
3. Return a CSAP book with a completed student data grid for every student not taking CSAPA, including students who:
 - ✓ are coded “Unable to test due to language,”
 - ✓ are not taking the assessment due to “Parental refusal,”
 - ✓ “Withdrew before completion.”
4. Return a CELApro book with a completed student data grid for every NEP or LEP student, including students who:
 - ✓ are coded “Eligible to take CSAPA”
 - ✓ are not taking the assessment due to “Parental refusal,”
 - ✓ “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:
 - ✓ start and stop times,
 - ✓ session number,
 - ✓ page numbers, and
 - ✓ range of item numbers.
7. Report any missing test booklets or irregularities to the School Assessment Coordinator (SAC).
8. Remind students of the time limits they have when taking a standardized assessment.
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.
9. Return all used and unused test booklets and related assessment materials to CTB/McGraw-Hill.
10. Ensure that test examiners for CSAPA are aware that the student may have breaks as needed.
11. Alert CSAPA test examiners to the correct way to transfer student responses into the rating form.

Remind staff during training that they:

1. Do NOT... give examinees access to test questions prior to testing.
2. Do NOT... 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. Do NOT... share an actual state test instrument in a public forum.
5. Do NOT... coach or provide feedback to students before, during or after testing. Note: This includes all student work during the writing sections on any of the assessments (including the PLAN item point and DRAFT booklets for CSAP).
6. Do NOT... influence, alter or interfere with examinees' responses in any way.
7. Do NOT... deviate from the prescribed administration procedures specified in the test proctor's or test examiner's manuals in order to boost student performance.
8. Do NOT... allow students to use dictionaries, thesauri or word processors with spell and grammar check on the reading and writing assessments.
9. Do NOT... participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this section.
10. Do NOT... attempt to score student responses on CSAP, CSAPA, or CELApro 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.
11. Do NOT... administer CSAPA to a group of students. It must be administered individually.

Section 7: Security

7.1 Test Security Procedures: Preventing Test Item Theft and Fraud

The purpose of this procedure is to describe what constitutes ethical and unethical practices related to the security of test booklets before, during and after state assessment administration. Maintaining strict test security ensures that no one has an unfair advantage on the assessment. Currently, CTB ships test booklets to each Colorado school district about three weeks prior to the start of each test window. These booklets remain in districts and schools up to one week after the district test window ends.

7.2 Chain of Custody Requirements

A documented Chain of Custody must be maintained for all test materials before, during, and after test administration. The following are chain of custody requirements for CSAP, CSAPA and CELApro administrations. The DAC and each SAC must be able to assure the state, if any questions arise, that every step to ensure security of the test booklets has been taken.

- For CSAP and CELApro, secure materials must not be delivered to school buildings more than one week in advance of test administration.
- All CSAP, CSAPA and CELApro materials must be accounted for and stored in a secure and locked location before, during, and after testing.
- The SAC is responsible for the distribution and collection of CSAP, CSAPA and CELApro materials to and from test proctors and test examiners each day of administration.
- All state assessment books and materials **must be secured** while in the test proctor's and test examiner's possession and test materials **must not be stored in classrooms** in advance of, or following the days administration.
- CSAP test proctors may have access to test books only on the day the content area is assessed.
 - Under the supervision of the SAC or DAC, a translator (for languages other than Spanish) may read an assessment (oral scripts) 48 hours before administering the assessment in order to become familiar with the test. The translator must sign a confidentiality agreement with the district and may not provide information about the test to any student before testing occurs.
- Test booklets must be distributed just prior to administration. CSAP test proctors and CELApro test examiners are not to have extended access to materials before administration.
 - Due to the unique nature of the CSAPA, under the supervision of the SAC, the CSAPA test examiner will need access to the examiners guide and students materials in advance in order to prepare any necessary CSAPA Expanded Accommodations, and organize the provided student materials and manipulatives. **These student materials and CSAPA Expanded Accommodations must be returned to the SAC and secured on a daily basis.**
- Students **may not** have access to the test books or materials before the first testing session.
- All test books and draft booklets, both used and unused, **must be returned** to CTB/McGraw-Hill. No test materials may be disposed of at the school or district site. All large-print, Braille and damaged test books must be included in "NOT TO BE SCORED" materials and returned to CTB/McGraw-Hill.
- CSAPA Expanded Accommodations that testing examiners have created may be securely stored by the DAC or destroyed by the DAC.
- Missing test books or any test irregularities must be reported to the SAC/DAC.

***** Districts must develop a Chain of Custody protocol reflecting the above requirements ***
Failure to follow proper Chain of Custody requirements may result in test invalidations**



7.3 Required Documentation

★ DACs must retain documentation of the chain of custody from SACs for one year after the test administration to ensure there are no questions or concerns relative to security of the assessments or handling of materials after the fact.

7.4 Security and Electronic Devices

During testing, no one (including test proctors and test examiners) is allowed to have electronic communication devices in the testing room. This includes cell phones, or any technology capable of transmitting information either by picture, text or voice. If a test proctor/examiner is required to have a cell phone in the classroom for security reasons, it must be **turned off** and **out of sight** during testing. It may not be used during testing. Possession/use of electronic communication devices during state assessment administration may result in misadministration and test invalidation. See Appendix A for a No Cell Phones Sign.

7.5 Limiting School and Classroom Access during Assessments

★ Only authorized school or district personnel may be in the classrooms at any time during the time in which assessments are in the classroom. This includes pre-test administration organization, during the distribution of the tests, when instructions are given, while students are taking the assessment, or post administration activities such as booklet collection. Only students, proctors and examiners, and authorized school officials are permitted in the testing areas.

★ The media are not to have access to the tests or take pictures or video of the testing materials (including the front or back covers). Not only is media presence in the school disruptive, it creates a non-standard assessment environment.

7.6 Security Expectations

It is the expectation of the Colorado Department of Education that all educational professionals or other trained personnel in schools know what an actual CSAP, CSAPA, or CELApro Proficiency test looks like. Every assessment includes the above information on secure materials as well as copyright information. DACS must ensure that every individual in the school is familiar with the assessments and they are not mistaken as “preparation” materials. Examples of distinguishable test features (Data Grid, Skunk Marks) can be found in Appendix A.

Section 8: Preparing the Testing Environment

8.1 Preparing the Testing Environment

The testing environment must be prepared in advance for the administration of CSAP, CSAPA, and CELApro ensuring standard test-taking conditions for all students in Colorado taking the state assessments.

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.
- Place a NO CELL PHONES sign on the door of the testing room. (See Appendix A)

Seating arrangements

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

No food or drink is permitted on desks or near the test materials.

8.2 Posted Materials Guidelines

Anything posted in a classroom used for CSAP, CSAPA, or CELApro administration that provides information which could direct students to a correct answer to any test question must be covered or removed.

The following kinds of materials should be covered or removed from walls or bulletin boards during testing in all rooms or areas in which students will be assessed:

All posted materials such as wall charts, visual aids, posters, graphic organizers, and instructional materials that relate specifically to the content being assessed.

This includes, but is not limited to, the following items:

- multiplication tables
- number lines which demonstrate odd/even or decimal/fractional parts
- tables of mathematical facts or formulas
- tables of scientific facts or formulas
- fraction equivalents
- writing aids
- punctuation charts
- spelling or vocabulary lists
- phonics charts
- periodic tables

- All reference materials that a reasonable person might conclude offers students in that classroom or space an unfair advantage over other students in Colorado.
- All support materials that may be perceived as influencing student responses.
- CSAP test proctors and CSAPA and CELApro test examiners should discuss the appropriateness of any specific displays with their School Assessment Coordinator (SAC).

8.2.1 Some Examples of Materials that MUST Be Covered

- Posters that remind students of specific reading comprehension strategies need to be covered. This includes phonics charts.
- 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.
- 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.
- Cover posters that define different kinds of writing (narrative, expository, descriptive, etc.).
- “Power Flowers” or posters with words and synonyms must be covered.
- A step-by-step poster of how to do long division, for example, must be covered.
- Multiplication charts must be covered.
- Number lines containing fractions, decimals or irrational numbers must be covered.
- Rubrics that cue a student to the correct response or that provide hints to improve the overall student response.
- The Colorado assessment frameworks need to be covered.
- Reading and writing word walls need to be covered as do word walls in other content areas if they provide definitions for content specific words.
- Cover posters with punctuation marks accompanied by the name and correct usage.

8.2.2 Some Examples of Materials that Do NOT Need to be Covered

- Posters with letters and sounds (not phonics charts) may remain on the walls and uncovered for CSAPA and CSAP. (These must be covered for CELApro)
- Displaying only the stoplight colors in order is okay, because it does not guide the writer to the meaning and use of the colors.
- 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.”
- When the test is not a writing test, all writing posters may remain on the walls.
- 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.
- Posters referring to a process for approaching a problem may remain on the walls.
- Mathematics and science word walls may remain uncovered as long as the words are not accompanied by their definitions.
- Number lines containing only whole numbers may remain on the walls. Hundreds charts may remain on the walls.
- CSAP rubrics and writing checklists; however, contents cannot be altered in any way (e.g., color coding), and they must have been posted throughout the year. They cannot be posted solely for the duration of state assessments.

- Colorado Model Content Standards and benchmarks (assessment frameworks must be covered).
- Letter strips do not need to be covered.

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, CSAPA or CELApro administrations.

8.3 Requirements for Test Proctors and Examiners

Test Proctors and Test Examiners

All educational professionals responsible for any part of the administration procedures/processes for any of the state assessments must be trained every year.

- CSAP test proctors facilitate the standard ethical administration of the assessment with the students.
- CELApro and CSAPA test examiners work with groups or individual students in the administration of the assessments. Examiners have an added level of responsibility as they rate and document student responses to each item
- CSAPA test examiners work with individual students in the administration of the Assessment. Test Examiners have an added level of responsibility as they rate and document student responses to each item.

Districts will require personnel, once trained, to document their understanding relative to the ethical administration of state assessments and importance of security and confidentiality surrounding the state assessments (signing, *for example*, a confidentiality agreement that schools and districts keep as a record of training and agreement. Many districts have a form they regularly use, a sample has been provided in Appendix A). Expectations for personnel working with each assessment are detailed below.

It is imperative that test proctors and test examiners recognize that scores on state assessments are student scores and are kept as a part of a student's educational record. For this reason, particular care and attention must be paid to ensure that students have every opportunity to have the assessments administered in an ethical and standardized manner to minimize the potential for test invalidation resulting from a misadministration.

Test proctors and test examiners must read the proctors manuals and/or test examiners manuals before the administration of the assessment.

8.3.1 CSAP Test Proctors

- Minimally, there must be one proctor for each testing room of 25 students.
- 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.
- Active proctoring is essential during the administration of the assessment. 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.*)
- **It is NOT allowable** to identify items students did not complete either during or after the test and/or point these out to students. Test proctors 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 item near the end of the test session.



- **Please Note: ALL assessment proctors (volunteer or staff/employees) must be trained by either the School Assessment Coordinator or District Assessment Coordinator with regard to Ethical Assessment Practices and follow all standard administration policies and procedures.**
- 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.
- Proctors **must NOT** be assigned to a room where a relative is being tested.

8.3.2 CSAPA Test Examiners

- The test examiner is the person who administers the test. The Examiner must be a **licensed educator** who knows the student best. Volunteers may **NOT** be used to administer CSAPA.
- Additional staff, including paraprofessionals may assist in the administration of the assessment as needed.
- Test examiners must read the instructions and familiarize themselves with the test prior to administering the test to students.
- Any CSAPA Expanded Accommodations needed should be prepared prior to the administration.
- Since test examiners **rate the student’s level of independence**, training is required before administering the test. Examiners must be trained every year.
- **ALL test examiners must be trained by either the School Assessment Coordinator or District Assessment Coordinator with regard to Ethical Assessment Practices and follow all standard administration policies and procedures.**
- Test examiners **must NOT** assess relatives.
- Each student is provided with a “Pizza Box” with all the materials needed for the assessment. Test Examiners may not reuse materials for multiple students.

8.3.3 CELApro Test Examiners

- The test examiner is the person who administers the test. The Examiner must be a proficient English speaker who is able to model clear pronunciation of English phonemes that will impact student responses.
- Test examiners must be familiar with the information in the grade level appropriate CELApro Examiner’s Guide.
- Minimally, there must be one Test Examiner for each testing room. For group testing of more than 20 students, additional staff needs to be available to assist.
- Test examiners distribute and collect materials, as well as make sure students are in the right place in their test books.
- Test examiners must read the instructions and familiarize themselves with the test prior to administering the test to students.
- Since test examiners **rate the speaking test**, training is required every year before administering the test.
- Test examiners must stay attentive and remain in the room during the entire testing session. They should circulate throughout the room during the test. Active proctoring is essential during the administration of the assessment. *(Reading, grading papers or other work should not be performed.)*

- It is **NOT allowable** to identify items students did not complete either during or after the test and/or point these out to students. Test examiners 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 item near the end of the test session.
- **Please Note: ALL test examiners must be trained every year by either the School Assessment Coordinator or District Assessment Coordinator with regard to ethical assessment practices and follow all standard administration policies and procedures.**
- Schools should use district/school employees as test examiners. If parents are being considered to administer the assessment, they **may not** administer an assessment that their child is taking.
- Test examiners **must NOT** be assigned to a room where a relative is being tested.
- If there are no available district personnel, parent aids may administer tests to students; however, a parent **may NOT** administer an assessment to his/her child and must be trained as a test examiner. Volunteer test examiners may only be considered when a school has no personnel available to administer the test.

8.4 Translator access to test materials in advance

The Colorado Department of Education will provide standardized translation of CSAP oral scripts to districts in Spanish. When languages other than those translated by CDE are necessary, districts may have the CSAP oral scripts translated into another language. CSAPA item presentation protocols (For , mathematics, science and writing) may also be translated into the students' native language as a CSAPA Expanded Accommodation. Translations for CSAPA are not provided by CDE. The following applies when translation is required at the district level:

Standard policy for administering state assessment 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 and/or oral scripts up to **48 hours** before the test administration; however, **the following must be strictly adhered to:**

- 1) **Training:**
Because it is so difficult to provide this accommodation objectively, translators must be trained in responsible CSAP administration and the administration of standardized assessments. Some important information is contained in the sections on Responsible Practices within the Assessment Process section of this Procedures Manual.
- 2) **Translator Access:**
The test booklets, oral scripts, and CSAPA item protocols must remain under the control of the District or School Assessment Coordinator at all times **and** all of the test security provisions listed in this Procedures Manual must be followed. The education professional responsible for translating booklets must sign a confidentiality agreement with the district which must be kept on file with the district. A sample confidentiality agreement is included in Appendix A.

3) **Administration:**

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:

- a. use the CSAP oral scripts or CSAPA item presentation protocols as the guide when translating the Oral Presentation in another language.
- b. use the same tone and inflections for both correct and incorrect responses. Do NOT add to any information contained in test questions and selected responses.
- c. accurately reflect the **student's** response when translating a constructed response into English and transcribing it into the test booklet. Follow all guidelines for transcribing.

Eligibility: For information regarding eligibility to receive this accommodation please see the Colorado Accommodations Manual for ELLs.

Section 9: Considerations Before, During and After Assessment Administration

9.1 Should a student take CSAP or CSAPA?

All students, including students with Individualized Education Plans (IEPs), will participate in the state assessment system. 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 that are linked to the Colorado Model Content Standards.

The IEP team, which must include the parents, will determine the best fit in terms of assessment program based on student need, taking into consideration the alignment between what the student is learning and content being assessed in the general CSAP.

Per federal requirements, there **must** be evidence of alignment between a student’s educational plan and accommodations provided on any of the state assessments, as well as any determinations for students to participate in the CSAPA. Students must be provided the opportunity to participate in the assessment system with appropriate accommodations.

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 services5. The student’s reading level (keep in mind that the assessment includes passages, prompts, and items that are at grade level, below grade level, and above grade level)6. An expectation of an unsatisfactory performance by the student7. Poor attendance by the student8. Ongoing disruptive behavior by the student

For more information regarding eligibility for CSAPA or approved accommodations for students, please see the Colorado Accommodations Manual.

9.2 Do students qualify to take Lectura or Escritura?

In third and fourth grade the Lectura/Escritura assessments, may be provided as translation accommodations.

In order to be eligible for the Lectura/Escritura assessments, a student must be NEP or LEP, AND have had instruction in a language proficiency program less than three years AND have had instruction and assessments in their native language in Reading and Writing this year or last.

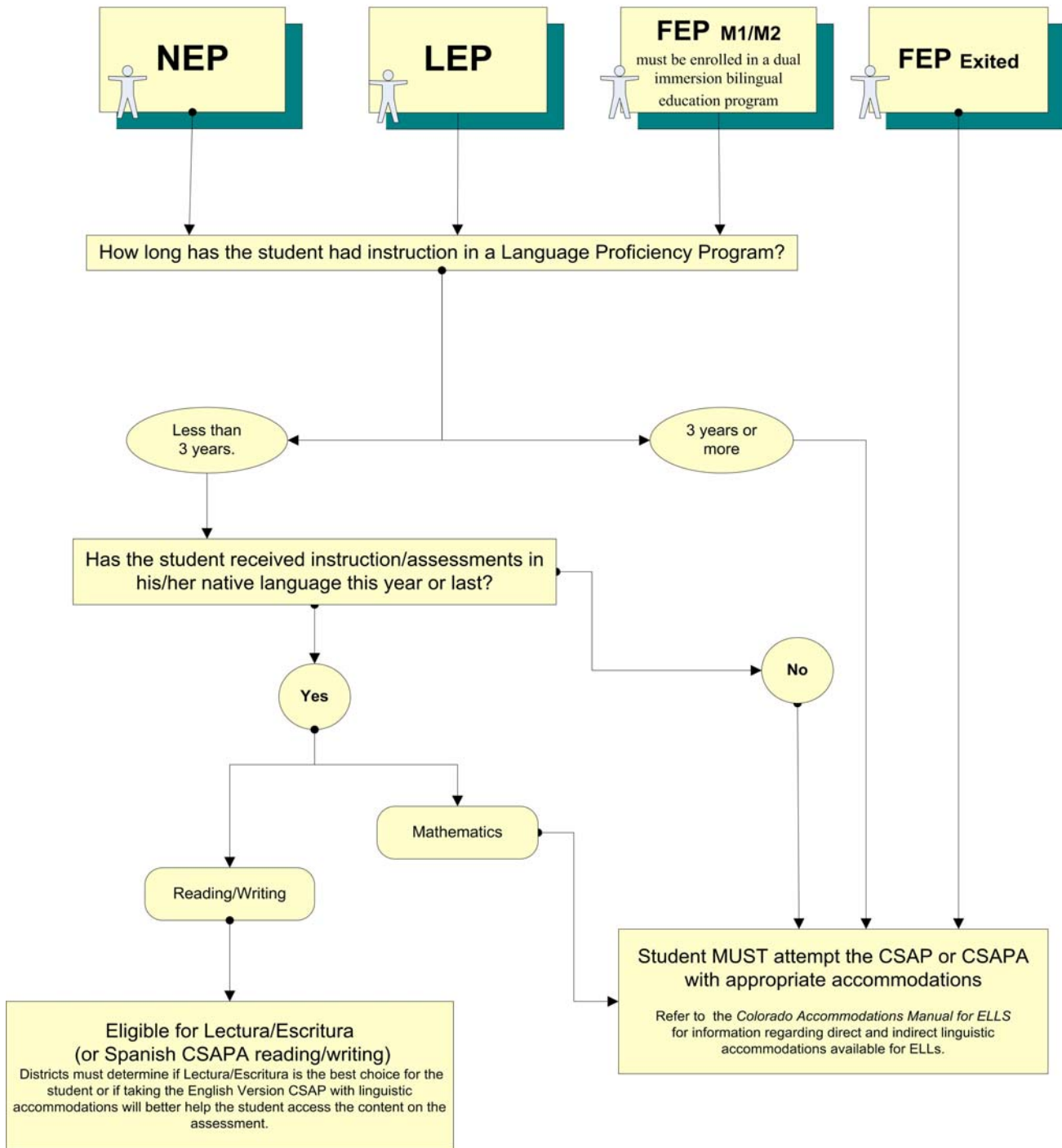
FEP monitor year 1 or FEP monitor year 2 students may also be eligible for Lectura/Escritura if they are enrolled in a dual immersion bilingual education program AND have had instruction in a language proficiency program less than three years AND have had instruction and assessments in their native language in Reading and Writing this year or last.

Students who do not meet these requirements, must attempt the CSAP or CSAPA with appropriate accommodations. Districts must determine if Lectura/Escritura are the best choices for students OR if taking the English versions of CSAP will increase student access to the content of the assessment. A separate environment is required for the Lectura/Escritura assessment administration. Responses are scored in Spanish.

Lectura and Escritura Decision Making Flowchart

Grades 3 and 4

ALL students are required to participate in the Colorado Student Assessment Program by taking either CSAP or CSAPA..



9.3 Students who become ill during testing

If a student appears ill or indicates he/she as being ill prior to the start of the assessment, attending to the student is the first priority. Schools must be proactive in preparing for such circumstances by having an adult available who can escort an ill student to the office. Under no circumstances is a child who is ill to come back to the classroom to take a state assessment. Make-up sessions are provided for exactly this purpose.

If a student becomes ill during the administration of the assessment, the student may make up any incomplete or missed sessions at a later time, but he or she **may not** change responses to any questions he or she has already answered. The student is to receive the time remaining from the original session in which to finish the assessment session.

9.4 Unforeseeable circumstances

At times, 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.** For more information see the Colorado Accommodations Manual.

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. If the student has been approved for, and is receiving district educational services a blank test booklet must be submitted with a completed student data grid, and by coding ‘**B – District Ed. Services**’ in the Test Invalidation box. If no district educational services are being received, 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.

9.5 Guidelines for students during assessments

CSAP CELAppro	Students are not allowed to use scratch paper or ‘Post-its’. All work must be done in the designated area of the test booklet as long as it does not interfere with the scoring (<i>see next bullet</i>).
CSAP CSAPA CELAppro	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.
CSAP CELAppro	Students must NOT use highlighters, markers, colored pencils or mechanical pencils because the scanner will not read the response and any ink may bleed through to the other side of the page. (If students use highlighters as an approved accommodation as outlined in their official plan, then the scan able test book must be transcribed).
CSAP CSAPA CELAppro	With the exception of certain sessions in grades 9 and 10 CSAP mathematics, students must NOT use calculators (or abacuses) for the assessments.
CSAP CSAPA CELAppro	Writing prompts or test items 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.
CSAP CSAPA	Students may NOT receive feedback or coaching during any part of the writing process or on any constructed response items. This includes the work in the PLAN and DRAFT booklets before the FINAL COPY is written in the CSAP test booklet. Standardized opportunity must be

CELApro	provided for independent student work to be completed during the entire writing process from the plan, draft and final product. Failure to follow this guideline will result in a misadministration.
CSAP	An optional PLANNING area for each short constructed writing prompt is provided on the last page of the DRAFT booklet. Students may NOT receive feedback or coaching during any draft writing exercise.

9.6 Guidelines for students after completing a test session

After completing a group administered test session as part of the CSAP or CELApro, students have only two options; they may either read or sit quietly until the test session is over. Students are **NOT allowed** to write when finished with a testing 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. Once the test booklet is removed, the student may sit quietly or read.

- 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. This eliminates the chance of
 - the student going on to another test section, doodling, or coloring on the test booklet.
 - potential breach of test security or perceived breach of test security through opportunity to copy questions and answers on any type of paper.
- 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.

9.7 Damaged Test Booklets

Do **NOT** use tape on any part of the test booklet. If there is a rip or tear in a booklet, a trained adult must transcribe all student work into a new test booklet for scoring. The torn booklet must be returned to CTB with the "NOT TO BE SCORED" materials. Refer to Section 10 for more information on those specific requirements.

Section 10: Transcribing

10.1 Transcription Directions (Braille, Large Print, Torn/Damaged Booklets, Typed Pages etc.)

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 the original test booklet of a student is unscorable (e.g., pages are severely torn).

Transcribing Braille, Large Print, Torn/Damaged Booklets, Typed Pages etc. is NOT an accommodation. Response accommodations for ELLs are discussed separately in Section 10.2.

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 using **graphite based wooden #2 pencil**. When the student has used Braille as a response format, the transcription of this information into the regular test booklet should be completed by an appropriate professional; such as, a teacher certified in the area of visual disabilities or a district Brailist.

Transcriptions must take place in a secure environment and, whenever possible, under the direction of the School Assessment Coordinator (SAC). The education professional responsible for transcribing booklets must sign a confidentiality agreement with the district which is sent back to CDE. A sample confidentiality agreement is included in Appendix A.

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 SAC for return to the District Assessment Coordinator (DAC).

After transcription, the scan able student booklet must be returned to CTB with the "To Be Scored" materials.

On the original (damaged or alternate form) booklet,

- "TRANSCRIBED" must be marked across the front cover, and all identifying barcodes must be blanked out with one of the spare (blank) labels provided in the Test Coordinator Kit. (Example of transcribed book cover and back in Appendix A)

The books marked "TRANSCRIBED" are then sent to CTB along with the "DO NOT SCORE" materials.

- Any bubbles marked on the student data grid must be erased
- The word "Transcribed" hand-written across front and back covers

Note: Only scan able test booklets are scored. Any student response accommodation (such as Braille or large print versions of the test) must be transcribed into a scan able booklet, as must student responses in damaged test booklets in order for a score to be generated.

If the SAC has questions about transcribing test booklets, he/she must contact the DAC for more information.

10.2 Translated Transcription: Response Accommodations for ELLs

English Language Learners are eligible for linguistic accommodations. Please refer to the Colorado Accommodations Manual for ELLs available at <http://www.cde.state.co.us/cdeassess/publications.html> for specific details regarding linguistic accommodations permitted for ELLs on CSAP and additional guidelines regarding administering these accommodations.

Two linguistic accommodations require transcription. ELLs may respond either orally or in writing in the native language for the content areas of reading, math and science.

Native language responses for reading, math and science will not be scored unless the booklet is translated to English and transcribed into a new booklet. The booklet may be exactly translated and then transcribed into a new student booklet. The transcription must be done by an educational professional fluent in the student's native language. Responses are to be transcribed exactly as written.

All of the procedures regarding transcribing of test booklets must be followed.

If a student responds in a language other than English in the **writing** assessment, those responses **may not** be translated into English. If this book needs to be transcribed (torn/damaged booklet) the responses must be transcribed exactly as the student wrote them.

Please note that the **Lectura and Escritura** are scored **in Spanish**. No translation is necessary. If these books need to be transcribed (e.g. because of a torn/damaged booklet), a fluent Spanish speaker must transcribe the student responses exactly as they are written.



Section II: Special Circumstances

★ NOTE: Relative to CELApro, any student whose Home Language Survey, CELAplace, and body of evidence indicate the student is NEP or LEP must take the CELApro regardless of special circumstance (Part-time and Home Schooled, Dually Enrolled, etc.)

II.1 Nonpublic Home-Based Educational Program

A student in a home-based educational program may take any grade-appropriate CSAP. 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, but within the school building, 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 separate stack card and bundle.** Write "Home School" on the stack card and package the home-school bundles in the same boxes as the other bundles.

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).

***Please note CSAPA may not be administered to home schooled students as it is a different type of assessment with strict requirements around eligibility. In order for students to qualify for this assessment they must have an IEP and they must have the test administered by a licensed educational professional who knows the student best.



11.2 Private Schools

For the 2007-2008 school year, there is a cost per student for private schools to administer the CSAP. A private school may elect to administer as many CSAP assessments 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, CSAP 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.

11.3 Determining Grade Level for Assessment Administration

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 or CSAPA (and 9th grade CELApro if a NEP or LEP student) assessments even if he or she took the same assessments the previous school year.

Please note that there may be students who start the 2006-07 school year classified as 9th graders who are reclassified as 10th graders prior to the administration of the state assessments. These students **must** take the grade 10 state assessments. Similarly, there may be students who start the 2006-07 school year classified as 10th graders who are reclassified as 11th graders prior to the administration of the state Assessments. These students **must** participate in the CO ACT or 11th grade Alternate assessment because they are 11th graders at the time of testing. Likewise they would take the 11th grade CELApro if classified as a NEP or LEP student.

If a student takes a test for a grade in which they are NOT enrolled, it is considered a misadministration and the test must be invalidated. The student may not re-take the test in the correct grade.

11.4 Retained Students

Students in grades 3 – 10 will be tested for CSAP and CSAPA at the grade level in which they are enrolled. Students in grades K-12 will take the CELApro at the grade level in which they are enrolled. For example, a student retained in the 5th grade will take the 5th grade CSAP or CSAPA and the 5th grade CELApro 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.*

11.5 Dropout Students

For the purposes of state assessment administration, a dropout student is a student who is at least seventeen 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 seventeen years old and is currently enrolled in school is not considered a dropout student.



11.6 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. Assessment 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.

11.7 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.

11.8 GED Students

Any student enrolled in the 9th or 10th grades is required to take the CSAP or CSAPA. Any student enrolled in the 11th grade is required to take the CO ACT. Every student enrolled in grade K-12 that is NEP or LEP is required to take CELApro:

- Students enrolled in a GED program only (not as a 9th, 10th, or 11th grade student), are exempt from the test. There is no need to return a blank test booklet with a completed Student Data Grid.
- Students additionally enrolled in a regular educational program in the 9th, 10th or 11th grades, must take the required state test.
- GED recipients who have returned to school to receive a diploma are NOT exempt from taking the required state tests.

11.9 Foreign Exchange Students

These students are exempt from state assessments. 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.

11.10 Chronically Absent 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, and if absent for the entire assessment, coded as "test not completed."

11.11 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.

11.12 Part-time Students

Students who are enrolled part-time must be tested. However, this does not apply to home-schooled students or students dually enrolled in a private school.



11.13 Online Students

Students participating in an online program are enrolled in a Colorado public school per state law (CRS 22-30.7-105 (2) (a,b,c)). Students who are enrolled in an online program must take the assessments pursuant to section 22-7-409. The school district in which the student is enrolled is responsible for CSAP testing. Assessments are coordinated through the online school district coordinator, and must be given at a school or testing site. Secure materials may not be taken off the testing site.

11.14 Dually Enrolled Students

In instances where a student is dually enrolled in both an online school and also at a “brick and mortar” school, **both** schools must assure that students are appropriately assessed, and that student scores are attributed to the appropriate school.

11.15 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 booklet should be coded as “5 – Test Not Completed” *Student did not test due to absence, illness, or other extenuating circumstances*. If a student is home-bound due to rehabilitation, the School Assessment Coordinator (SAC) may **not** administer the CSAP to the student in his/her home (see rules for homebound students below). Tests must not be given in a non-standard manner, and cannot leave the school/testing site.

★ If there are specific student needs relative to the testing environment for a student on an IEP or 504, a **non-standard accommodation request** can be made. Please see the Colorado Accommodations Manual for the CSAP, CSAPA and CELApro assessments for more information regarding non-standard accommodations.

11.16 Students Receiving District Educational Services through Homebound Education

For students who are receiving instructional services through the district for reasons of health or profound emergency (not disciplinary reasons), districts must submit a blank test book with a completed Student Data Grid. In the test invalidation box, the student should be coded as “B - District Ed. Services.” Tests must **not** be given in a non-standard manner, and cannot leave the school/testing site.

★ If there are specific student needs relative to the testing environment for a student on an IEP or 504, a **non-standard accommodation request** must be completed. This request only applies for the CSAP, CSAPA and CELApro assessments.

Note: If a student is at home due to an injury or illness, but is not considered “Homebound” by the district, and an application to receive district educational services has not been filed, this invalidation code **does not** apply.

11.17 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. Further questions regarding facilities should be directed to: Kama Linscome, 303-866-6976, linscome_k@cde.state.co.us

11.18 Detained Students

Students who are detained in a regional detention facility are required to take the state assessments including CSAP, CSAPA, and CELApro. The district responsible for providing educational services at the detention facility is also considered the district of enrollment for state assessment administration purposes. Results for detained students remain with the youth service center where these students received educational services and took the assessment.

11.20 Incarcerated Students

The term "Incarcerated Students" refers to students who 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 the 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 (the adult prison system) 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.

Further questions regarding incarcerated students should be directed to: Idelle L. Kness, 303-866-7960, 303-866-7383, idelle.kness@state.co.us



Section 12: Students Enrolling or Moving During Testing

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 from a school in a different Colorado district, the student’s former school should be contacted to determine if he/she has completed any assessments or portions of an assessment. **This communication must be facilitated/managed by the DAC.** For any incomplete test booklets, the DAC may hand-carry or FedEx (or similar shipping service) these test booklets to the DAC of the new district and all scores will be included in the new school’s results unless other arrangements are made between the districts. The DACs from each district must coordinate and come to agreements relative to score attribution. **Please note that test booklets are secure and cannot be mailed by standard mail to another school. USPS Overnight with tracking is an acceptable method of shipment.**

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. It is considered unethical to delay enrollment of any student until after the assessment window closes. **All new students enrolled during the regular testing window must be tested.**

Some examples:

- a) All testing in District A is scheduled to be completed 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 mathematics test. The new school must then test the student in mathematics and return the mathematics test with its other grade 7 mathematics tests.
- b) All regular 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. The new student should complete whatever assessments are scheduled for those two days. Students cannot be denied enrollment during the assessment window.
- 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.
- d) District D finished regularly scheduled sessions on April 1. Make-ups are scheduled to be finished on April 8. A new 7th grade student enrolls the week of April 8th. The student has enrolled from Texas, and no CSAP assessments have been completed. Because the student is enrolling after the regularly scheduled assessments have already been administered, it is at the districts discretion as to whether or not the student takes the assessment, however the scores will not be included in accountability measures (student is both “New after October 1” and not “Continuously Enrolled for One Year”), so the district may choose to gather this piece of information for the students record. If the student enrolls during make-up sessions, the school does not need to administer the CSAP to the new student.



Section 13: Student Data Variables

CDE collects information along with assessment scores to satisfy many legislative requirements and to provide important data for researchers examining the way demographics interact with test results. For the 2008-2009 school year, minor changes to the demographic data have been made. There are three processes for districts to provide accurate demographic data for assessment to CDE:

1. **Student October/Precoded Labels** – Districts submit demographic data for individual students through these CDE collections. Precoded labels are created with these data and affixed to student test booklets during CSAP administration.
2. **Student Data Grid** – The data grid on the back of each student test booklet is completed for each demographic field that does not have accurate precoded label data.
3. **Student Biographical Data Review** – Districts can review the accuracy of all demographic data in the spring after the assessments have been administered and before final test results are released.

These processes, and the data variables themselves, are described in detail below. Please note: the student data variables are consistent across the CSAP, CSAPA, and CELApro assessments where possible. For each data variable, any field and valid values that are unique to certain assessments will be noted.

13.1 Precoded Labels

Precoded labels are generated to reduce the need for schools and districts to fill in data grids on test booklets. Labels are generated for all districts automatically through the mandated Student October data collection.

For CSAP and CSAPA only, districts may submit updated data for labels through the optional Precoded Labels Data Collection which opens in December and closes in early January. 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

Changes to Label Information on the Test Booklet

When you receive your precoded labels, check each student's biographical label with the student roster listing other barcode information for accuracy.

If the following information is **ACCURATE**, affix the barcode label *precisely* (see demonstration on following page) within the designated area on the front cover:

- ✓ Student Name
- ✓ Grade
- ✓ Birth Date
- ✓ State Student ID Number (SASID)
- ✓ Gender
- ✓ Ethnicity

You can still use the label if any other biographical information provided needs to be changed. You should affix the label to the test book and then complete **only** those items on the student data grid that require changes.

Do NOT use the barcode label if any of the above listed information is inaccurate. Instead, fill in all sections of the student data grid.



Pre-Coded Labels

In order for the scoring process to move smoothly, it is **ESSENTIAL** that the labels are not placed crooked or outside the designated area on the front cover.

Place STUDENT LABEL Here

Designated area on Front Cover of Test Book



13.2 Precoded Label Errors

If a barcode label has already been affixed to a test book and the label is subsequently determined to be unusable, use **two blank labels to place OVER** the existing barcode label and bubble all the biographical information on the student data grid. Blank labels are sent specifically for this use.

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

If there is no barcode label for a student, bubble all the biographical information on the student data grid and **leave the barcode 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 precoded label and the new school would like to use the student barcode label, they may do so. The new school/district information will be assigned using the Group Information Sheet (GIS).

13.3 Timeline for Precoded Labels

There will be two opportunities to provide precoded label data:

- 1) The first is the Student October collection. **The Student October collection opens in late September and closes in early November.**

CTB will use these data collected during Student October to generate labels for the assessments. You can find more details about the entire Student October collection at:

https://ade.cde.state.co.us/ade_news.htm#student

- 2) An **Optional** precoded label collection is also available to districts for CSAP, CSAPA, and COACT assessments. This data collection will be open **early December 2008 to early January 2009**. Exact dates will be forthcoming. Districts can re-submit all precoded label data, including any additional students and excluding students who have left the district after Student October collection. This data collection provides opportunity for districts experiencing high student mobility between October and December to receive a more representative set of labels.

- If a district participates in the Precoded Label Collection, they must resubmit the **entire data file** for grades 3-11. The data collected in the Precoded 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.

Please note: the Precoded label collection is available only for CSAP, CSAPA, and COACT. Because of an earlier administration window, CELApro labels are generated earlier based solely on Student October collection.

13.4 Student Data Grid

While the majority of students will have precoded labels, 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. See Appendix A for sample student data grids.

Two fields on the data grid **must** be completed for all test booklets for all students: Accommodations (for CSAP and/or Adaptations for CSAPA) and Test Invalidation. Data for these fields are not available until the test has been administered.

13.5 Student Biographical Data Review

The Student Biographical Data review (SBD) occurs in the spring after testing is complete. Like the Precoded Label Collection, the process is electronic and conducted through the ADE. Districts download a file containing all the demographic data for the students who took an assessment. The data comes from the precoded labels or the student data grid on the test booklet. Districts can check the data for accuracy before final results are released. It is an important step in the assessment data cycle because accuracy of demographic data is critical in determining student inclusion in several state and federal reports. Detailed information is available in the forthcoming 2008-09 SBD Manual. You can find more information about Student Biographical Data review ADE processes at:

https://ade.cde.state.co.us/doc_toc.htm#sbd

Note: a separate SBD process for CELApro will occur in March 2009. CSAP/CSAPA SBD process occurs in late May.



13.6 Data Elements

This section provides detailed explanations of all the CSAP, CSAPA, and CELApro data elements. This should be viewed in tandem with a two page document *Data Fields Matrix across Collections for the 2008-2009 School Year* (located at the end of this section) which gives an overview of the data fields across the different collections.

Some data elements and values are specific to one assessment and not others. These unique values will be noted where necessary for each field.

13.6.1 Name Information

Special care should be taken to ensure the accuracy of these three 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.

- **Last Name** – For ADE: 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** – For ADE: The 30 character field contains the student's legal first name (no nicknames). Alpha characters, hyphens and apostrophes are allowed. Student data grid: 6 character field with no special characters – letters only.
- **Middle Name** – For ADE: 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.

13.6.2 Birth Date

For ADE: This field is the month, day, and FULL year on which an individual was born (i.e. 09151989). The Student data grid: bubbles for MMDDYY.

13.6.3 Gender

For ADE: Gender is a two-digit field where:

01 = Female

02 = Male

For the student data grid: fill in one circle to indicate the student's gender.

13.6.4 Grade

Here are all the valid grade codes for all ADE collection with the grades pertaining specifically to Precoded Labels collection un-shaded. (Grade 11 pertains to CO ACT). Different grades are appropriate for CELApro versus CSAP and CSAPA. These are also indicated in the table. For the Student Data Grid: Single bubbles are used.

Code	Description	CSAP	CSAPA	CELApro
002	Infant (Not Valid for October Count)			
004	Pre-kindergarten (Preschool)			
006	Half Day Kindergarten (450+ hours)			X
007	Full Day Kindergarten (900+ hours)			X
010	Grade 1			X
020	Grade 2			X
030	Grade 3	X	X	X
040	Grade 4	X	X	X
050	Grade 5	X	X	X
060	Grade 6	X	X	X
070	Grade 7	X	X	X
080	Grade 8	X	X	X
090	Grade 9	X	X	X
100	Grade 10	X	X	X
110	Grade 11			X
120	Grade 12			X

Student October defines grade level as “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/Precoded labels grade definition does not apply by the time of CSAP test administration. In this situation, if the grade designation has changed for CSAP, the school must discard the precoded label and fill in the student data grid for the appropriate grade level 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 precoded labels for 9th grade tests, and instead administer the 10th grade tests, filling in the student data grids with the information.

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

This 10-digit numeric field is assigned by CDE. Every student who is administered a state assessment **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 or online at <http://www.cde.state.co.us/cdesim/index.htm>.

13.6.6 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 ADE, this is a two-digit field. On the student data grid, the ethnicity categories are the same each with a single bubble.

Please note: Federal guidelines for Race/Ethnicity data collection and reporting will change for the SY 2010-11. Please refer to this link for more information: <http://www.cde.state.co.us/cdereval/rvRace-Ethnicity.htm>

13.6.7 Primary Disability

For ADE collections, this two-character field contains a code representing the primary disability for this student. In 2007-08, CELApro added a new disability code: Preschooler with a Disability. Some Kindergarteners will meet the age requirement for this designation. This code is not valid for CSAP and CSAPA.

Code	Description	CSAP	CSAPA	CELApro
00	None	X	X	X
01	Limited Intellectual Capacity	X	X	X
03	Emotional disability	X	X	X
04	Specific learning disability	X	X	X
05	Hearing disability	X	X	X
06	Visual disability	X	X	X
07	Physical disability	X	X	X
08	Speech/language disability	X	X	X
09	Deaf-blind	X	X	X
10	Multiple disabilities	X	X	X
11	Preschooler with a Disability			X
13	Autism	X	X	X
14	Traumatic Brain Injury (TBI)	X	X	X

The codes on the Student Data Grid match the Precoded labels collection, each with a single bubble.

13.6.8 Language Background / Home Language

CSAP and CSAPA use the Language Background field, while CELApro uses the four-digit Home Language codes collected in the Student October collection available here:

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

Student October Language Background choices	Precoded Labels/CSAP and CSAPA student data grid choice - one digit field
0002 - English	0 - English
1380 - Spanish	1 - Spanish
All other language background codes	2 - Other

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) and have not chosen to not receive language services should have a language background of “0 = English.”

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.

English Language Tests and Services: 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.

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 “0 = English” 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 “0 = English” under Language Background.

An **English Language Learner**, as defined for Student October purposes, is a student who has a Language Background other than English and is currently being served or monitored by either a Bilingual or an English as a Second Language (ESL) program. 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.

13.6.9 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 of NEP, LEP, or FEP and non-ELLs must be coded as zero. Codes are the same for ADE collections as they are for the student data grid. Please note: for the CELApro assessment, participating students must be coded as NEP or LEP.

Code	Description	CSAP	CSAPA	CELApro
0	Not Applicable	X	x	
1	NEP – Non-English Proficient - A student who speaks a language other than English and does not comprehend, speak, read, or write English.	X	X	X
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.	X	X	X
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.	x	X	

13.6.10 ELL Program

For the ADE collection, two fields require a one-digit indicator of 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 from the program, or is not in a program because of parent choice.

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+)
5	Not in Bilingual Program (Parent Choice)

ESL: This one-digit field indicates whether the student is currently enrolled in an English as a Second Language program, is being monitored or is exited from an ESL program, or is not in a program because of parent choice.

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+)
5	Not in ESL Program (Parent Choice)

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 have achieved:

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

Not in Program, Parent Choice - Student is eligible for English Language Services but their parents have indicated that they would not like the student to receive any services.

13.6.11 Date Most Recently Enrolled In US

This field was new for 2008 and replaces the “Continuously Enrolled 3 years in US” field from previous administrations. This field collects the **date a student most recently enrolled in any public or non-public US school** (not Puerto Rico). ADE collections use a MMDDYYYY format (e.g. 09151989). The Student data grid has bubbles for MMDDYY.

- If a student has never attended schools outside of the US, use the date the student first entered any US school at any grade (e.g. code 090103 for a student currently in 5th grade who entered Kindergarten at the start of SY 2003-04).
- If a student has attended schools outside of the US, use the date the student most recently entered or re-entered any US school at any grade (e.g. code 090107 for a student who entered a US school at the start of SY 2007-08).
- Schools on US military bases count as US schools.
- Home school does not count as a “public or non-public US school.”

13.6.12 Continuously Enrolled 1 Year: In School and In District

These two fields categorize students as continuously enrolled in school or in district for 12 months or more at the time of spring 2009 testing – or 3/10/08 (use 4/23/08 for grade 11 students). Code 0=No (not continuously enrolled for one year) or 1=Yes (continuously enrolled for one year) for both fields. The codes are the same in the ADE collections and the student data grid. Examples for coding this field:

- A student enrolled in your school and district on 1/17/08. Code 1=Yes for both fields.
- A student enrolled in your school and district on 5/23/08. Code 0=No for both fields.
- Students who have been enrolled in your district since 3/10/07 and have moved from an elementary school to middle school (each school has a different CDE school code) for the current school year will be coded 1=Yes for In District and 0=No for In School.

13.6.13 Continuously Enrolled 3 Years: In ELL and In Colorado

These two fields categorize students as having been enrolled for more than three years in any Colorado ELL program or in Colorado public schools at the time of spring 2009 testing -- or 3/12/06 (use 4/26/06 for grade 11 students). Code 0=No (not continuously enrolled for three years) or 1=Yes (continuously enrolled for three years) for both fields. The codes are the same in the Student October/Precoded collection and the student data grid.

Note: Kindergarten does NOT count towards the three years.

13.6.14 Program

The following chart outlines how Program data fields section will work. Note that for 2008-09, the Precoded Labels and Student Data Grid codes for Gifted and Talented changed to match the codes collected for Student October.

Program Field	Student Oct Field Codes	Precoded Labels Codes	Student Data Grid
IEP	0= No, 1= Yes	0= No, 1= Yes	0 = No, 1 = Yes
504	0 = No, 1 = Yes	0 = No, 1 = Yes	0 = No, 1 = Yes
Title I	0= No, 1= Yes	0= No, 1= Yes	0 = No, 1 = Yes
Oct New to School	Zero fill for this collection	0 = No, 1 = Yes	0 = No, 1 = Yes
Migrant	0= No, 1= Yes	0= No, 1= Yes	0 = No, 1 = Yes
Immigrant	0= No, 1= Yes	0= No, 1= Yes	0 = No, 1 = Yes
District Use-D (Homeless)	0= No, 1= Yes,	0= No, 1= Yes	0 = No, 1 = Yes
Gifted and Talented (GT)	0=No, Not Gifted 1=Language Arts Gifted 2=Mathematics Gifted 3=Both Language Arts & Mathematics Gifted 4=Other Gifted (i.e. leadership, creativity, spatial, visual, performing or musical arts)	0=No, Not Gifted 1=Language Arts Gifted 2=Mathematics Gifted 3=Both Language Arts & Mathematics Gifted 4=Other Gifted (i.e. leadership, creativity, spatial, visual, performing	0=No, Not Gifted 1=Language Arts Gifted 2=Mathematics Gifted 3=Both Language Arts & Mathematics Gifted 4=Other Gifted (i.e. leadership, creativity, spatial, visual, performing

Definitions for the Program Data 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. 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 I: Student is either served in Targeted Assistance or School wide Title I program.

Targeted Assistance - 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.

School wide - School wide reform provides opportunities for all children to meet the states' proficient and advanced levels of student academic achievement. All students in school wide schools should be reported as Title I.

If a school receives school wide Title I assistance; all students should have "Yes" coded for Title I. For schools that receive targeted Title I 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 public school as of October 1 or the current school year. For the Student October collection, you must zero-fill this field because the answer is, by definition, no. For the Precoded Label collection and the student data grid, "Yes" (1) should be indicated if the student is newly enrolled in your school after of October 1, 2008.

Migrant Education-- According to sections 1115(b)(1)(A) and 1309(2) of the NCLB statute and section 200.81(d) of the Code of Federal regulations, a child is eligible for the Migrant Education Program if:

1. The child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate (this means that the child is entitled to a free public education or is of an age below compulsory school attendance); *and*
2. The child is a migrant agricultural worker or a migrant fisher *or* has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; *and*
3. The child has moved within the preceding 36 months in order to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek), temporary or seasonal employment in qualifying agricultural or fishing work; *and*
4. Such employment is a principal means of livelihood; *and*
5. The child has moved from one school district to another.

Mark a migrant any student who is eligible, whether or not program services are provided. (Note: You may obtain a listing of all eligible Migrant Students in your district by contacting your local Regional Migrant Education Director at http://www.cde.state.co.us/cde_english/download/Migrant/EightRegionListOctober2004.pdf).

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 count for continuous enrollment for Immigrant status.)



*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.

District Use-D: This field is for identifying homeless students. 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.

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, 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.

Gifted and Talented: Note: reporting codes for Gifted and Talented students have been changed for 2008-09 to match the Student October collections. 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.

13.6.15 District use only–A - Expelled

This field is used for tracking Expelled students. Mark “0” to indicate the student is not being provided with expelled services, or “1” to indicate the student is being provided with expelled services. On the student data grid and Student Rosters shipped from CTB, the field is called “District Use Only – A” for privacy purposes. 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.

13.6.16 REMOVED - District use only–B - School of Accountability

Please note: this field has been removed from all assessments for 2008-09. There may be situations where a student must be tested at a school other than the school for which the student’s results will be reported. DACs must plan for these cases in advance of the administration of the test. **All student booklets need to be returned to CTB for scanning and scoring with the school for which the results are reported.** For more information about School vs. Program and the “Definition of a School” CDE document with examples, please see Appendix A, page 80.

13.6.17 District use only–C - Free/Reduced Lunch Eligible

This field is used to indicate students who 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.

Student October/Pre-Coded Labels Codes	Student Data Grid Bubbles
01 = Free lunch eligible 02 = Reduced lunch eligible 03 = Not eligible	1 = Free lunch eligible 2 = Reduced lunch eligible 3 = Not eligible

“District Use only – C” is used on the student data grid to protect student privacy. 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.

Note: Free/reduced lunch eligibility data is included on labels even though it is not printed on rosters for privacy issues. If a student has a precoded label, free lunch does not need to be bubbled unless a change is necessary.

13.6.18 CSAPA Assessment Participant

This field is used ONLY for the Student October and Precoded Labels collections to indicate students who are eligible to take the CSAPA, or 11th grade Alternate Assessment rather than the CSAP or COACT. (This field is NOT on the student data grid.)



13.6.19 Accommodations / CSAPA Expanded Accommodations

For ADE collections, this data is not collected. Fill in the appropriate accommodation where necessary on the student data grid once the administration is complete. The student data grid has the following options:

Code	Accommodation	CSAP Tests	CELApro Tests
0	None	All	All
1	Braille version	All	All
2	Large-print version	All	All
3	Teacher-read directions only	All	Not Applicable
4	Use of manipulatives	Mathematics only	Not Applicable
5	Scribe	All	Reading and Writing only
6	Signing	All	All
7	Assistive communication device	All	All
8	Extended timing Used (previously Extended Timing)	All	Not Applicable
9	Oral Script (previously Oral presentation of entire test)	Writing, Mathematics & Science	Not Applicable
A	Approved Nonstandard Accommodation	All	All
B	Translated Oral Script	Writing, Mathematics & Science	Not Applicable
C	Word-to-Word Dictionary	Writing, Mathematics & Science	Not Applicable

CSAPA has Expanded Accommodations available for students to use. These options were changed for the 2007-08 assessment.

CSAPA Expanded Accommodations	CSAPA Tests
None	All
Assistive technology	All
Braille	All
Eye gaze	All
Modified picture symbols	All
Objects	All
Sign Language	All
Translation into student's native language	Writing, Mathematics & Science
Other	All

The new "Translation into student's native language" Expanded Accommodation is not appropriate for the CSAPA reading assessment. **Please note:** more than one CSAPA Expanded Accommodation can be marked for each test, you should mark all that apply.

More information regarding general accommodations and CSAPA Expanded Accommodations can be found in the Colorado Accommodations Manual. More information regarding linguistic accommodations for ELLs specifically can be found in the Colorado Accommodations Manual for ELLs available on the USA website on the publications page.

13.6.20 Test Invalidation

To prevent errors, this data field is not collected before testing and MUST not be “back-filled” during the SBD process. An appropriate test invalidation code must be filled in on the student data grid on the back cover of each test booklet after the test has been completed. The following are the options provided for Test Invalidation.

Please Note: There is NO default Test Invalidation value. **One bubble MUST be filled in for each assessment.**

Code	Test Invalidation	Choose this for:
0	Student tested all sessions/activities	Student tested all sessions (or <i>activities</i> for CSAPA) for the content area in the test booklet. This will be the correct choice for most students.
1	Unable to test due to language (CSAP only)	The student is unable to complete the test due to lack of language skills (even with accommodation(s), which may include translation).
2	Taking CSAP Alternate Assessment (CSAP only)	Student is taking the CSAPA. <i>It is NOT required to return a CSAP booklet with completed student data grid for every student taking CSAPA. Only use this bubble when a student who should take the CSAPA starts to complete a CSAP assessment instead.</i>
3	Eligible to take CSAP Alternate Assessment (CELAppro only)	There is no alternative assessment for CELAppro. Students can not access the CELAppro assessment <u>and</u> would be eligible to take the CSAPA instead of CSAP.
4	Parental refusal	Student's parents did not allow their child to take the assessment.
5	Test not completed	Student did not complete the test due to absence, illness, or other extenuating circumstances.
6	Withdrew before completion	Student withdrew from the district before completing all sessions.
7	Extreme frustration (CSAP only)	The following criteria must be met: <ol style="list-style-type: none"> 1) Student is not eligible to take the CSAPA 2) Student is not eligible for Invalidation code “1=Unable to test due to language” 3) Student attempted the test with accommodations but had to discontinue the test because he or she became extremely frustrated
8	Non-approved accommodation/modification (CSAP and CELAppro only)	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	Misadministration	Some examples (but not limited to) are: <ol style="list-style-type: none"> 1) Students share answers during the assessment period. 2) A student continues into the next session. 3) 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; • identifies that copies of test were provided to students, teachers, parents or staff prior to the assessment; or • loses control of or not being able to account for an assessment during the test window.
A	Taking CSAP Assessment (CSAPA only)	Student is taking the CSAP. <i>It is NOT required to return a CSAPA rating form with completed student data grid for every student taking CSAP.</i>
B	District Ed. Services	Student is homebound due to illness or injury (not discipline) and receiving instruction through district educational services.

Issues surrounding test invalidation and how they are scored:

- The code '0 – Student tested all sessions' is NOT a default code. That is, **every test booklet must have a bubble filled in the Test Invalidation Field. Either the student tested all sessions, or the test is invalidated using one of the other codes.** If a student does not complete one session of an assessment, the entire content area assessment must be 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 content area assessment.
- 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.
Please note: ELL students (NEP and LEP) who are eligible to take CSAPA are not excluded from taking CELApro. An attempt to administer the assessment must be made.
- Only use the "3-Eligible to take CSAPA" option on CELApro when a dually identified student is given the CELApro but cannot access it, even with accommodations.
- Only use the "2-Taking CSAPA" option for a CSAP assessment when the test has been at least partially completed **but should not be scored** because the student completed a CSAPA test instead.
- Only use the "A-Taking CSAP" option for a CSAPA assessment when the test has been at least partially completed **but should not be scored** because the student completed a CSAP test instead.

13.6.21 CSAP - Unable to Test Due to Language

If an English Language Learner is unable to comprehend the test even with accommodations:

It is not ethical assessment practice to require a Non-English Proficient (NEP) student to be confronted with testing material they cannot access and require them to "fill in bubbles." Requiring a student to simply "fill in bubbles" will impact a student's future assessment results.

If, after a NEP student attempts Session #1 in CSAP reading/writing, the determination is made that the student cannot access the test material due to language, the test invalidation code "Unable to test due to language" should be used. The NEP student should still attempt mathematics and science Sessions #1. A determination and attempt of Session #1 should be made for each assessment. Local documentation must indicate reasons for the student's inability to comprehend material on the CSAP and the accommodations that were applied before the test was coded "unable to test due to language."

- A CSAP test booklet with a completed student data grid must be returned with all completed CSAP test booklets to the School Assessment Coordinator.
- The Test Invalidation code on the data grid "1 = Unable to test due to language" must be filled in on that student's test booklet.
- When these procedures have been followed, the student is accounted for within the rules of state legislature.
- Extreme frustration does not apply to language. This invalidation code relates to inability to access the content of the assessment for reasons other than language.

NOTE: CDE requires school districts to **maintain documentation to justify why the test has been coded "unable to test due to language,"** in the state assessment program, for each individual English Language Learner. This includes reasons for the student's inability to comprehend the test material and accommodations which were applied before the test was coded "unable to test due to language".



Section 14: 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 IIII	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 IIII	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 IIII	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. IIII	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 IIII	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.
Date Most Recently Entered US	NCLB sec IIII, OESE Non-Regulatory Guidance, May 2007	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) During the period within which an LEP student may be a recent arrival to the United States (during his/her first 12 months attending schools in the U.S.) a State may exempt such a student from one administration of the State's reading/language arts assessment.
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 I	NCLB Sec III6 (a)(1)(A)	States must use assessment results to determine adequate yearly progress of each school receiving Title I 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 I-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. IIII	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

Section 15: Data Matrix across Collections for SY 2008-2009

Data Field	Student October Collection	Precoded Label Collection	Student Data Grids
District Code	First 4 characters of record number	First 4 characters of record number	On Group Information Sheet/ not on grid
School Code	4 digit field, valid state school code	4 digit field, valid state school code	On Group Information Sheet/ not on grid
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., 01/01/1990	Full year dates, e.g., 01/01/1990	1 and 2 digit bubbles, e.g., Jan/01/90
Grade	3 digit field, e.g., grade 3 = 030	3 digit field, e.g., grade 3 = 030	1 or 2 digit bubble, e.g., grade 3 =3, grade 10 = 10
Ethnicity	2 digit field, e.g., American Indian = 01	2 digit field, e.g., American Indian = 01	1 digit bubble, e.g., American Indian = 1
Gender	2 digit field, e.g., 01 = female	2 digit field, e.g., 01 = female	Bubble for female or male
SASID	10 digit field	10 digit field	Bubbles for 10 digit field
Primary Disability	State disability codes, 2 character field, e.g., none = 00	State disability codes, 2 character field, e.g., none = 00	Bubble for each disability code
Language Background	Not valid for this collection	0 = English 1 = Spanish 2 = Other	CSAP and CSAPA: Bubble for 1 digit field Not valid for CELApro
Home Language	Languages are specified by their individual codes (e.g., 0002 = English; 1380 = Spanish)	Not valid for this collection	CELApro: Bubbles for 4 digit field Not valid for CSAP and CSAPA
Language Proficiency	1 digit field	1 digit field	Bubble for 1 digit field
ELL Program –ESL and Bilingual	Two 1 digit fields	Two 1 digit fields	Bubble for two 1 digit fields

Data Field	Student October Collection	Precoded Label Collection	Student Data Grids
Date most recently enrolled in US	Full year dates, e.g., 01/01/1990	Full year dates, e.g., 01/01/1990	1 and 2 digit bubbles, e.g., Jan/01/90
Continuously Enrolled 1 Year: School & District (since 3/10/08 or 4/23/08 for grade 11)	Two 1-digit fields: 0= No or 1= Yes	Two 1-digit fields: 0= No or 1= Yes	Bubbles for two 1-digit fields: 0= No or 1= Yes
Continuously Enrolled 3 Years: ELL, Colorado (since 3/12/06 or 4/26/06 for grade 11)	Two 1-digit fields: 0= No or 1= Yes	Two 1-digit fields: 0= No or 1= Yes	Bubbles for two 1-digit fields: 0= No or 1= Yes
IEP	0 = No, 1 = Yes	0 = No, 1 = Yes	Bubble for 1 digit field
504	0 = No, 1 = Yes	0 = No, 1 = Yes	Bubble for 1 digit field
Title I	0 = No, 1 = Yes	0 = No, 1 = Yes	Bubble for 1 digit field
Oct New to School	Must be 0 (no) for this collection	0 = No, 1 = Yes	Bubble for 1 digit field
Migrant	0 = No, 1 = Yes	0 = No, 1 = Yes	Bubble for 1 digit field
Immigrant	0 = No, 1 = Yes	0 = No, 1 = Yes	Bubble for 1 digit field
District Use-D (Homeless)	0 = No, 1 = Yes	0 = No, 1 = Yes	Bubble for 1 digit field
Gifted & Talented (GT)	One digit field: 0 – 4 e.g., lang. arts gifted =1	One digit field: 0 – 4 e.g., lang. arts gifted	Bubbles for 1 digit field
District Use Only-A (Expelled)	0 = No, 1 = Yes	0 = No, 1 = Yes	Bubble for 1 digit field
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	Bubble for 1 digit field e.g., 1 = free lunch eligible
Accommodation/CSAPA Expanded Accommodations	Not valid for this collection	Not valid for this collection	Bubble for 1 digit field for each content area/domain
Test Invalidation	Not valid for this collection	Not valid for this collection	Bubble for 1 digit field for each content area/domain
CSAP Alternate Assessment Participant	0 = No, 1 = Yes	0 = No, 1 = Yes	Indicated by CSAPA test booklet (e.g. CSAP Test Inv. field = 2)

Section 16: Assessment Reports

Assessment 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 reports;
- 2) district electronic data files; and
- 3) public reports.

16.1 State, District, School and Student 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. Reports are intended to be as consistent across assessments as possible. Colorado Law (CRS 22-7-409(V)(a)) requires districts to “share with and explain to the parent or legal guardian of each student enrolled in the school district or the institute charter school the student’s assessment results...”

The following CSAP 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 sub content 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 sub content area assessed. Performance descriptors and an explanation section are also included to enhance the clarity of the report.

The following CSAPA 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 Roster* – A report listing the overall performance level and percentage of total points attained of each student, as well the performance of each student on each concept assessed.



- *Student Report* – A report documenting the overall performance level of the individual student, as well the performance and percentage of total points attained of the student on each concept assessed. Performance descriptors and a parent explanation section are also included to enhance the clarity of the report.

The following CELApro reports contain information regarding student performance at state, district, school, and individual student levels.

- *State Proficiency 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 Proficiency 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 Proficiency 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 Roster* – A report listing the overall performance level of each student, as well the performance of each student on each domain assessed.
- *Student Proficiency Report* – This report provides a student’s scale score and English language proficiency level by skill area (Speaking, Listening, reading, and writing). Graphs offer a quick glance at how the student’s scale scores relate to the corresponding proficiency levels by skill area. Scores for Overall, Comprehension, and Oral are also provided

16.2 District Electronic Data Files

The testing contractor, CTB/McGraw-Hill, produces an electronic data file which contains all student-level data obtained from the CSAP, CSAPA, and CELApro 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>.

Additionally, the Performance Level Summary Reports (Proficiency Level Summary Reports for CELApro) are available electronically in multiple data formats on the same CTB website.

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.

16.3 Public 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 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, CSAPA, and COACT assessments. Please note: CELApro results do not have an official press release.
- *CDE Website* – An internet listing of all assessment results at the state, district and school levels for all years the various assessments have 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 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.

16.4 Accountability Reporting

Each year questions arise as to what CSAP and CSAPA scores are included in the Summary Reports, the School Accountability Report (SAR), and Adequate Yearly Progress (AYP) reporting.

- Students who are coded as Test Invalidation code “6 -Withdrew before completion” and Test Invalidation code “2 - Taking CSAPA” **are not** included as ‘No scores’ in CSAP summary reports.
- Students who are coded as Test Invalidation code “6 - Withdrew before completion” and Test Invalidation code “A - Taking CSAP” **are not** included as ‘No scores’ in CSAPA summary reports.
- Expelled students are included in district summaries, but not school summaries.
- A “No Score” results if a code other than ‘0 – Students tested all sessions/activities” has been bubbled in the Test Invalidation box.
- Students must complete both multiple choice and constructed response items for all sessions to receive a CSAP scale score and proficiency level.
- If a student misses a CSAP 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 additional subgroups 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
- For rules pertaining to AYP please see: <http://www.cde.state.co.us/FedPrograms/ayp/index.asp>



Section 17: Resources

Assessment Materials

Resources Available for download from the Unit of Student Assessment
http://www.cde.state.co.us/index_assess.htm

CSAP

- Colorado Model Content Standards
- Assessment Frameworks
- Colorado Student Assessment Program:
 - *Released Passages, Items, Prompts, and Anchor Papers*
- CSAP Item Maps
- Guide to Test Interpretation
- Data Interpretation Guide
- CSAP Technical Report
- School and District Assessment Coordinators' Manual
- Scoring Rubrics for **Mathematics**
- Scoring Rubrics for **Writing**
 - *(English and Spanish versions)*
- Writer's Checklists/Revising First Draft Checklist
 - *(English and Spanish versions)*

CSAPA

- Colorado Expanded Benchmarks
- Item presentation protocols

CELAPro

- English Language Development Standards



Appendix A:

Related Documents and Processes



Colorado's Peer Review Approval Letter



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

THE ASSISTANT SECRETARY

DEC 18 2006

The Honorable William J. Moloney
Commissioner of Education
Colorado Department of Education
201 East Colfax Avenue
Denver, Colorado 80203-1704

Dear Commissioner Moloney:

I am pleased to approve Colorado's assessment system under Title I of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act of 2001* (NCLB). I congratulate you on meeting this important NCLB requirement.

My decision is based on input from peer reviewers external to the U.S. Department of Education (the Department) and Department staff who reviewed and carefully considered the evidence submitted by Colorado. I have concluded that the evidence demonstrates that Colorado's standards and assessment system satisfies the NCLB requirements. Specifically, Colorado's system includes academic content standards in reading/language arts, mathematics, and science; student achievement standards in reading/language arts and mathematics; alternate achievement standards for students with the most significant cognitive disabilities in reading/language arts and mathematics; assessments in each of grades 3 through 8 and high school in reading/language arts and mathematics; and alternate assessments for those subjects.

Accordingly, Colorado's system warrants **Full Approval with Recommendations**. This status means that Colorado's standards and assessment system meets *all* statutory and regulatory requirements, but that the assessment system could be strengthened in some ways. The Colorado Student Assessment Program (CSAP), alternate assessment based on alternate achievement standards, and the Lectura meet the essential requirements of NCLB, but we recommend Colorado continue to research the impact of accommodations on the meaningfulness of scores for limited English proficient students. I am pleased to know that Colorado participated in our recent LEP Partnership meetings and hope that your involvement with this initiative will help in this effort.

Please be aware that approval of Colorado's standards and assessment system under NCLB is not a determination that the system complies with Federal civil rights requirements, including Title VI of the *Civil Rights Act of 1964*, Title IX of the *Education Amendments of 1972*, Section 504 of the *Rehabilitation Act of 1973*, Title II of the *Americans with Disabilities Act*, and requirements under the *Individuals with Disabilities Education Act*. Finally, please remember that, if Colorado makes significant changes in its standards and assessment system, the State must submit information about those changes to the Department for review and approval.

We have found it a pleasure working with your staff on this review. Please accept my congratulations for your State's approved standards and assessment system under NCLB. I wish you well in your continued efforts to improve student achievement in Colorado.

Sincerely,



Henry L. Johnson

cc: Governor William Owens
Beth Celva



Schools vs. Programs

State and federal emphasis on accountability measures has necessitated that a clearer definition of a school vs. a program within a school be established¹. 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:
 - Students
 - Student October
 - December Special Education
 - End of Year
 - Other Student Counts
 - Staff
 - Human Resources December
 - December Special Education
 - Other Staff Counts
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.

¹ Letter of August 21, 2003 from Karen Stroup, Chief of Staff to Superintendents, et. al.

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.



Clarification of School vs. Program for Assessment

During the 2003 Student October/Precoded 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” (refer to page 86 of this Procedures Manual).

Some important points:

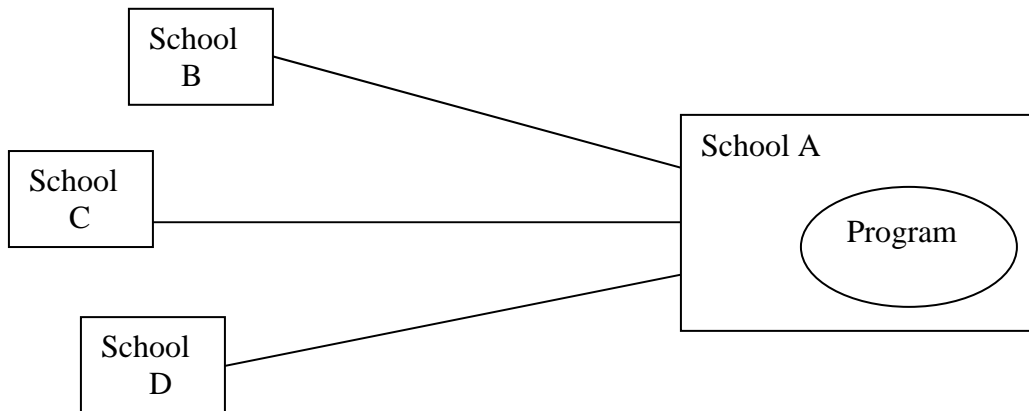
- For 2008-09, the “District Use B – School of Accountability” field has been removed from all student data grids. Student booklets must be shipped to CTB for scanning and scoring with the school for which the results will be reported.
- Only schools with valid school codes will receive test booklets and precoded 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.
- Students in facilities and detention centers do take state assessments 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 assessment will work, please contact the Unit of Student Assessment at 303-866-6929. If you want to discuss the development or policy around the Definition of a School, please contact Jan Rose Petro at 303-866-6838 or petro_j@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 school which is 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/Precoded Labels collection. The test booklets and labels will be shipped to schools B, C, and D. They must then be physically moved to the Program for testing. The district must return the appropriate test booklets under the Group Information Sheet for Schools B, C, and D. Please note: for 2007-08, the “District Use B – School of Accountability” field has been removed from all student data grids. Student booklets must be shipped to CTB for scanning and scoring with the school for which the results will be reported.

School A will then need to:

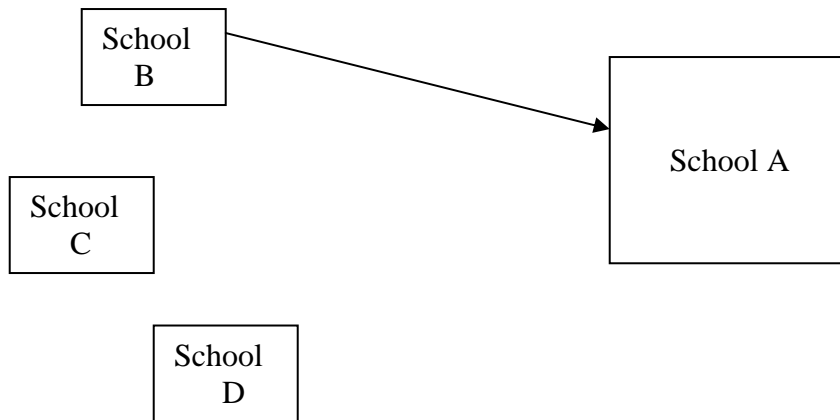
1. Distribute Program staff proportionately during the Human Resources data collection
2. Distribute students attributed to a school in the field “February Count” for the Report Card March collection if the student was attributed there in the October Count and is still enrolled as of February 1.
3. Distribute 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).

Please note: the school for which a student’s score is reported 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 be shipped to School A for all of the enrolled students. 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 program students scores back to school B, they must code the students to those schools for the Student October/Precoded Labels collection. The labels and test booklets will be shipped to school B. They must then be physically moved to School A for testing. The district must return the appropriate test booklets under the Group Information Sheet for School B. Please note: for 2007-08, the "District Use B – School of Accountability" field has been removed from all student data grids. Student booklets must be shipped to CTB for scanning and scoring with the school for which the results will be reported.

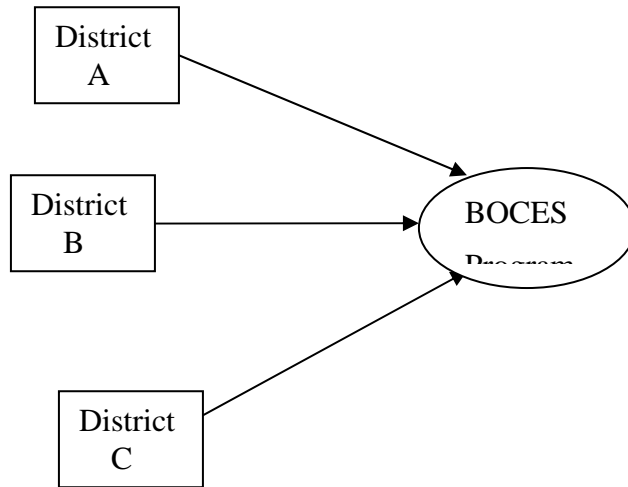
School A will then need to:

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.

Please note: the school for which a student's score is reported 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 include the test booklets from the BOCES under the Group Information Sheet with others from the appropriate schools. Student booklets must be shipped to CTB for scanning and scoring with the school for which the results will be reported.

The BOCES 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.

Please note: the school for which a student's score is reported 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 may work in the same manner as the Example 3 if they do not have a CDE school code.

Sample 2009 Student Data Grids

CELApro

Last		STUDENT'S NAME										First			M.I.	BIRTH DATE			GRADE
A A A A A A A A A A A A		A A A A A A A A A A A A										A A A A A A A A A A A A			A	Month	Day	Year	
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C C C C C C C C C C C C		C C C C C C C C C C C C										C C C C C C C C C C C C			C	Feb	1 1	1 1	
D D D D D D D D D D D D		D D D D D D D D D D D D										D D D D D D D D D D D D			D	Mar	2 2	2 2	
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F F F F F F F F F F F F		F F F F F F F F F F F F										F F F F F F F F F F F F			F	May	4 4	4 4	
G G G G G G G G G G G G		G G G G G G G G G G G G										G G G G G G G G G G G G			G	Jun	5 5	5 5	
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K K K K K K K K K K K K		K K K K K K K K K K K K										K K K K K K K K K K K K			K	Oct	9 9	9 9	10
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O O O O O O O O O O O O		O O O O O O O O O O O O										O O O O O O O O O O O O			O	0 0 0 0 0 0 0 0 0 0 0 0			CELApro 2009 Grades 9-12 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.
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C	C	C	C	C	C	C	C	C	C	Mar	2	2	3	3	3			
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Name Billy Smith District Washington - RE 1
 Teacher Mrs. CARTER School MTN STREET ES

COLORADO
 Student Assessment Program

MATHEMATICS
 GRADE 4

CSAP

49395

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STUDENT'S NAME	First	Last	ML	BIRTH DATE	GRADE	ETHNICITY			
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LANGUAGE BACKGROUND (rank one)
 (0) None
 (1) Limited intellectual capacity
 (2) Emotional disability
 (3) Specific learning disability
 (4) Hearing disability
 (5) Visual disability
 (6) Physical disability
 (7) Speech/hearing disability
 (8) Dual-sense
 (9) Multiple disabilities
 (10) Attention deficit disorder
 (11) Autism
 (12) Other
 (13) Other
 (14) None

LANGUAGE PROFICIENCY (rank one)
 (0) English
 (1) Spanish
 (2) Other

PROVIDED (rank one)
 (0) None
 (1) IEP
 (2) 504
 (3) Title I
 (4) Out of School
 (5) Migrant
 (6) In-Care
 (7) In-Care
 (8) In-Care
 (9) District Use Only-A
 (10) District Use Only-B
 (11) District Use Only-C
 (12) District Use Only-D
 (13) Other

TEST INVALIDATION (rank one)
 (0) Student tested all sections
 (1) Unable to read
 (2) Unable to write
 (3) Taking CSAP Alt. Assessment
 (4) Partial refusal
 (5) Test not completed
 (6) Withdrew before completion
 (7) Extreme frustration
 (8) Unapproved accommodation
 (9) Misadministration
 (10) District Ed. Services

TEST INVALIDATION (rank one)
 (0) None
 (1) Broken version
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This is the confidentiality agreement the Unit of Student Assessment uses. You may adapt it for use in your district and schools.

Confidentiality Agreement

This Agreement made Effective [Date] by and between [School District]

and:

Name

Address City State Zip Code

Participant will abide by the terms and provisions below:

Confidential Information

As used in this Agreement, Confidential Information shall mean and include the following:

1. All information and material provided or disclosed to participant in connection with this Agreement, including all content of any test booklet.
2. All assumptions and individual observations of test items, content and data.

Participant Agreement

1. The participant shall not copy, remove or disclose any information related to test content, test items, information related to CSAP, CSAPA, CELApro, CELAplace, ACT, NAEP, or other test materials related to the CSAP, CSAPA, CELApro, CELAplace, ACT, NAEP, or any other Confidential information as specified above in connection with this Agreement.
2. The participant will not discuss assumptions or individual observations of Assessment content, test items, and data.

Signature

Date

Witness Signature

Date



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List of Acronyms and Other Terms for State Assessments

ACCOM 1: Accommodation Field for reading, mathematics, Mathematics, and science

ACCOM 2: Accommodation Field for writing

ADE: Automated Data Exchange

AYP: Adequate Yearly Progress

CBLA: Colorado Basic Literacy Act

CDE: Colorado Department of Education

CELApro: Colorado English Language Acquisition Proficiency Test

CELAplace: Colorado English Language Acquisition Placement Test

COACT: Colorado ACT

CSAP: Colorado Student Assessment Program

CSAPA: Colorado Student Assessment Program Alternate

CSV: Comma Separated Value. This is a common data file format.

CTB: The test vendor for CSAP, CSAPA, and CELApro: CTB/McGraw-Hill

DIST USE A: Expelled status

DIST USE C: Free/Reduced Meal status

DIST USE D: Homeless status

ELAU: English Language Acquisition Unit

ESLU: Exceptional Student Leadership Unit

FEP: Fluent English Proficient

GIS: Group Information Sheet

GRT: General Research Tape, the raw, student-level data file

LEP: Limited English Proficient

LOI: Levels of Independence

NAVIGATOR: CTB.com host system for forms, registrations, file sharing, and materials tracking.

NCLB: No Child Left Behind



NEP: Non-English Proficient

OSA: Office of Standards and Assessment

PCL: Precoded Labels

SAR: School Accountability Reports

SASID: State Assigned Student Identification number

SBD: Student Biographical Data review

SGL: School Group List

STUOCT: Student October – the pupil membership ADE collection.

SWD: Students with Disabilities

TEST INV 1: Test Invalidation Field for reading, mathematics, Mathematics, and science

TEST INV 2: Test Invalidation Field for writing

URL: Uniform Resource Locator, or web address.

USA: Unit of Student Assessment

.XLS: Microsoft Excel Spreadsheet File



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Appendix B:
Other Colorado Academic Testing Programs





11th grade Colorado ACT Assessment

CO ACT Assessments: 2009

Initial Testing Date	Make Up Testing Date	Accommodations Testing Dates
April 22, 2008	May 6, 2008	April 22–May 6, 2008

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 sub scores in English, three sub scores in mathematics, and two sub scores 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 mathematics 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.

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 04/23/08.

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 04/23/06.
- **Colorado Continuously:** For CO ACT (grade 11) the student has to have been continuously enrolled in Colorado public schools since 04/23/06.
- **US Continuously:** For CO ACT (grade 11) the student has to have been continuously enrolled in United States schools since 04/23/06.

For more information on the CO ACT Assessment, please visit the CDE website at:

http://www.cde.state.co.us/cdeassess/index_assess.html





NAEP in Colorado

Important NAEP Dates

2008-2009 School Year	
Date	Activity
May-July	Superintendents, District Assessment Coordinators and principals are notified of schools that have been selected for assessments in NAEP 2009. NAEP District Contacts are identified.
August-September	School Administrators/NAEP School Coordinators required to register on-line for the <i>MySchool</i> web site and complete the “NAEP DATA COLLECTION FORM” in Step 1. Detailed information is provided to NAEP School Coordinators and NAEP District Contacts.
October	Test administration schedule for schools finalized.
January - 2 to 3 weeks before actual assessment date	Pre-assessment visit window at schools. Parents must be notified students have been selected for NAEP 2009 assessment. Confirmation to CDE NAEP State Coordinator (NSC), Pam A. Sandoval, that parent letter(s) needs to be sent at least ten days prior to assessment date.
January 26–March 5	NAEP 2009 testing window. NSC visits testing at schools.
Spring/Summer	*Long-Term Trend Ages. 9, 13 and 17 Assessment Results released.

*Exact date TBD

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 Part A 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 Part A funding.**

While participation is required to receive Title I A 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 2009 school year, NAEP will be conducting the following assessments/studies:

1. Reading, Mathematics and Science paper-pencil operational tests for grades *4, *8 and 12 students
2. Reading, Mathematics and Science paper-pencil field tests for grades *4, *8 and 12 students
3. National Indian Education Study (NIES) intertwined with the Reading, Mathematics paper-pencil tests for grades *4, *8
4. Science- Hands-On and Computer Interactive probe tests for grades 4 and 8
5. Civics, U.S. History and Geography paper-pencil pilot tests for grades 4 and 8.
6. High School Transcript Study (HSTS) - to be conducted in grade 12 schools after the assessment window. Does not involve any student testing time.

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

Each of these assessments/studies is based on a representative sample of the student population of the state and 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 the Standards/Assessment NAEP link.

The NSC does not select the schools to be tested. Statisticians in the national NAEP office perform this process. To select the representative sample of Colorado students, NAEP uses a process called stratification. Stratification is the process of grouping sampling units based on some common characteristic. In the case of NAEP sampling, schools are stratified first on the type of location of the school (i.e., rural, suburban), next on minority enrollment in the school, then school size, and achievement on the CSAP. The purpose of stratification in the sampling process is to increase the

efficiency of the school sampling process by reducing (or eliminating) variability in the sample for important school subgroups within each jurisdiction. From within each of these groups, a random sample of schools is drawn. This type of systematic sampling allows statisticians to account for clustering effects when they analyze the test results. It also minimizes administration costs. (For suggested readings see References at the end of the document.)

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. The subcontractor is not housed at CDE and is under the supervision of the national NAEP office. The NSC in collaboration with the IMS department at CDE submits the student list for the selected grade/age of the schools. District Superintendent permission is required for this list submission. School administrators and teachers do not have to be involved in the actual administration of the assessment. Schools are responsible to identify students who may need accommodations. There is some flexibility in the assignment of a testing day within the window.

Selected students only test in one subject area and 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. Science Hands-On and Interactive Computer probe tests may take up to 120 minutes. Most subject tests can take place simultaneously in the same area/room. 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 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. Most 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 (MC) and constructed response (CR) items. If you would like more information on the percents of MC and CR on each NAEP test contact the NSC.

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, one will find frequently asked questions, results from previous administrations of NAEP, copies of the frameworks, thousands of released items, and references for reports published by NAEP. Of course, one can also contact the CDE NAEP State Coordinator listed in the contact section of the Unit of Student Assessment for NAEP information.

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/policy/elsec/leg/esea02/pg2.html#sec1111>

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NOTES:



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