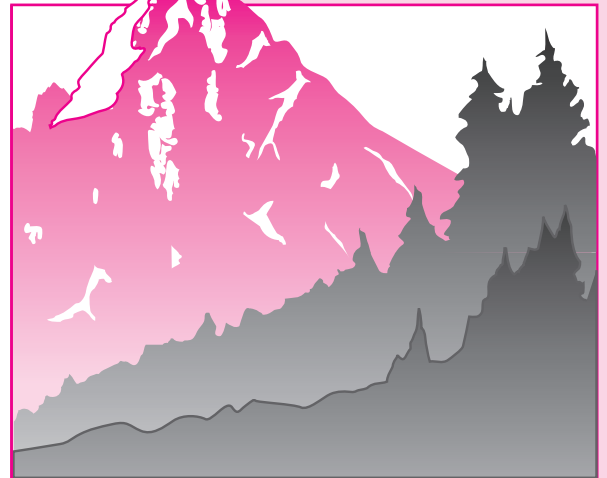




Transitional Colorado Assessment Program

2012 SCHOOL AND DISTRICT ASSESSMENT COORDINATORS' MANUAL



Not a secure document

T C A P



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Partners in Your Assessment Program

A Message from Your TCAP Scoring Process Team at CTB

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

As part of this effort, we have designed this manual to help you organize and assemble the TCAP test materials that will be returned to us for scoring. We have described the steps that you should follow to collect, check, and prepare materials for shipment. Your careful attention to each of these steps will help to ensure a successful testing program for students, teachers, parents, and schools.

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



1-800-994-8557

Introduction

The purpose of this manual is to provide District and School Assessment Coordinators with instructions for securing and distributing TCAP test materials prior to test administration, collecting and organizing materials after testing is complete, and preparing materials for return to CTB/McGraw-Hill for scoring.

To ensure that all students have an opportunity to earn a valid score on the TCAP exams, the assessments must be administered as directed and secured before and after each test session.

Each District Assessment Coordinator must implement a plan to ensure the secure management of test materials both at the district office and at all school sites in the district. (Please refer to the 2011–2012 CDE *Procedures Manual* for further support in planning.)

Strict adherence to the chain of custody for assessment materials may prevent invalidations due to a person or persons gaining access to a test item or items and referencing and/or reproducing materials for any reason.

Test materials may not be reproduced or redistributed in any way. This includes discussing, memorizing, photocopying, photographing, scanning, encoding, e-mailing, Morse code, note taking, text messaging, blogging and other forms of social networking, or any other reproduction methodology that would violate the security of the test.

Training for District Assessment Coordinators conducted by the Unit of Student Assessment will provide additional information and other documentation processes.

Please read these directions carefully before distributing any materials.

Essential Steps for Student Success on the TCAP

Please take the time to read this manual. Completing each step exactly as directed is essential to the success of your students on the TCAP.

This manual is organized in sections:

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

District and School Assessment Coordinators should read **all** sections so that they understand the entire process and the roles played by the others involved.

Remember, if you need help, call the TCAP Help Desk at **1-800-994-8557**. Customer Service hours are Monday through Friday, 7 a.m. to 4:30 p.m. MT. After hours and during the holidays, you may e-mail the Help Desk at tcaphelpdesk@ctb.com.

Step 1 Review Your Test Materials

Instructions for the District Assessment Coordinator

The District Assessment Coordinator (DAC) will be responsible for:

- ✓ receiving test materials from CTB/McGraw-Hill (CTB)
- ✓ checking the shipment and confirming that all materials have been received in adequate quantities
- ✓ organizing test materials for each school in the district
- ✓ training School Assessment Coordinators
- ✓ delivering test materials to schools one week or less before the testing period
- ✓ determining responsibility for reviewing rosters of precoded student information
- ✓ determining and assigning responsibility for completing state student ID numbers (SASID) as well as special program, special education, and special accommodation information
- ✓ consolidating test materials after test administration
- ✓ assembling test materials for shipment
- ✓ ensuring that boxes are palletized correctly for shipping to CTB
- ✓ maintaining test security

Included in each District Assessment Coordinator's (DAC) Kit are the following materials:

- ✓ packing list of materials
- ✓ district cover letter, with general directions and informational flyer
- ✓ short/add order form instructions
- ✓ two sets of return shipping labels:
 - one set (white) for all TO BE SCORED test books
 - one set (yellow) for all other materials that are NOT TO BE SCORED (any used test books that are not to be scored; all unused test books; both used and unused large-print test books and Braille test books; all *TCAP Test Proctor's Manuals*; all draft booklets; math punch-out tools, if applicable)
- ✓ one (green) Home School Group Information Sheet (commodity code #48141) and one Home School School/Group List for each grade and content area
- ✓ Packaging and Transportation Checklist
- ✓ One set of blank student bar code labels to be used in the event a wrong label is affixed to a test book. (Please follow "Exceptions" guidelines in the section titled "Handling of Precoded Student Labels.")

The following materials are sent to each district under separate cover (with the test books):

- ✓ Stack Cover Cards for sending TO BE SCORED test books back to CTB (See Step 8 for more details.)
- ✓ paper bands for bundling TO BE SCORED test books (See Step 8 for more details.)

If you discover any shortages or incorrect shipments, promptly complete and submit the online short/add order form (found on www.ctb.com/tcap). Contact the TCAP Help Desk at 1-800-994-8557 for assistance, if needed.

If you discover any test books containing printing errors, contact the TCAP Help Desk at 1-800-994-8557 for assistance.

Save the sturdy green boxes in which materials were shipped so that you can use them to return test materials after administration. **Only the green boxes provided by CTB are to be used for shipping test materials.** If you do not have enough green boxes, please submit an online short/add order form (found on www.ctb.com/tcap). If you need assistance, please contact CTB at **1-800-994-8557**.

If you have any questions about the materials or the proper procedures for organizing and returning the materials to CTB after reading this manual, please call **1-800-994-8557**.

Instructions for the School Assessment Coordinator

The School Assessment Coordinator (SAC) will be responsible for:

- ✓ training TCAP Test Proctors
- ✓ receiving test materials from the District Assessment Coordinator
- ✓ checking the shipment and confirming that all materials have been received in adequate quantities
- ✓ ensuring that Spanish STOP page inserts are correctly placed between **each** session in the Spanish test books for grades 3 and 4
- ✓ distributing test materials to TCAP Test Proctors
- ✓ ensuring that all TCAP Test Proctors review the *TCAP Test Proctor's Manual* prior to administering the test
- ✓ ensuring that all testing procedures prescribed in the *TCAP Test Proctor's Manual* and the *Procedures Manual* on the CDE website are followed
- ✓ ensuring that the appropriate set of punch-out tools is used for the test administration
- ✓ emphasizing to Test Proctors that only standard, wooden, graphite-based No. 2 pencils are used in marking the test books. Mechanical pencils and pens must **not** be used on any part of the test books.

- ✓ ensuring that precoded student information is accurate, and making corrections as necessary
- ✓ ensuring that the student data grid is completed accurately (if applicable)
- ✓ collecting and checking test materials after test administration
- ✓ completing and checking the Group Information Sheets
- ✓ completing and checking the School/Group Lists
- ✓ packaging test materials and transporting them to the DAC in accordance with the DAC's instructions
- ✓ maintaining test security

Included in each School Assessment Coordinator's (SAC) Kit are the following materials:

- ✓ school cover letter, with general directions and a listing of kit contents
- ✓ two School/Group Lists for each content area tested, to be completed by the SAC after test administration (**Note:** If additional School/Group Lists are needed, contact your DAC.)
- ✓ two precoded, blue Group Information Sheets (commodity code #43275) for each grade and content area tested, to be completed by the SAC for public-school students
- ✓ one or two sets of bar code labels, depending on the grade level, and rosters
- ✓ a special notice explaining the proper use and placement of the Spanish STOP page inserts for the Spanish tests in grades 3 and 4

If you discover any shortages or incorrect shipments, promptly contact your DAC. The DAC will contact CTB.

Save the sturdy green boxes in which materials were shipped so that you can use them to return test materials after administration. **Only the green boxes provided by CTB are to be used for shipping test materials.** If you do not have enough green boxes, please contact your DAC.

If you have any questions about the materials or the proper procedures for organizing and returning the materials after reading this manual, contact your DAC.

Test materials must be kept secure at all times.

Handling of Precoded Student Labels

Precoded student biographical labels will be shipped in late January as part of the SAC Kit.

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

Affix the bar code label to the designated area on the front cover of the student's test book if the following information is accurate: STUDENT'S NAME, BIRTH DATE, STATE STUDENT ID NUMBER (SASID), GENDER, ETHNICITY, and RACE. (See page 6 for the correct placement of the bar code label.) **If any of this information is inaccurate, do not use the bar code label.** Instead, fill in **all** sections of the student data grid.

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

Exceptions

If a bar code label is placed on a test book and is subsequently determined to be inaccurate, place a blank label **over** the inaccurate label and then affix the correct bar code label **over** the blank label (i.e., an inaccurate bar code label, covered by a blank label, covered by the correct bar code label).

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


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

If a student moves to a different school/district from the school/district listed on the bar code label and the new school would like to use the precoded label, the school may proceed to use this label despite the incorrect school/district information. The new school/district information will be obtained from the Group Information Sheet.

*An extra set of labels is provided only for these grades.

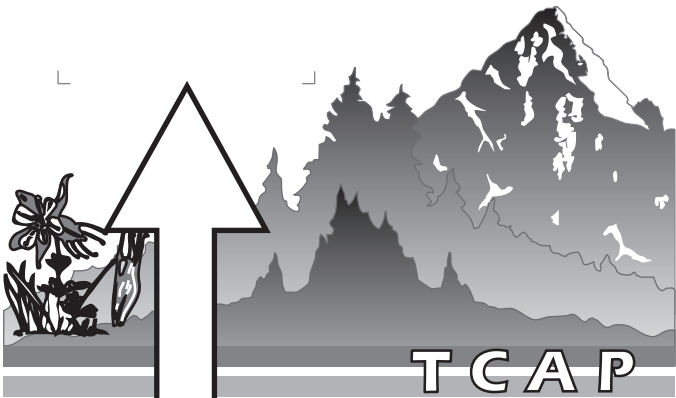
Test Book Cover (bar code label positioning)

Name _____ District _____
 Teacher _____ School _____


Transitional Colorado Assessment Program

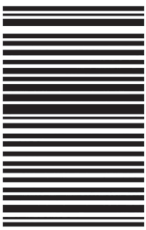

READING/Writing
GRADE 5
2012

Place STUDENT LABEL Here



Secure Materials — do NOT re _____ 2702598

AFFIX

JANE A. SMITH SASID: 321265479 SCHOOL: CENTRAL ELEM 7865 DISTRICT: DENVER SD 3211 GRADE: 05 BIRTHDATE: 02/14/01 GENDER: FEMALE 2012 BARCODE ID: 0000007 TCAP DO NOT USE ON BOOK	TCAP JANE A. SMITH CENTRAL ELEM 7865 DENVER SD 3211 GRADE 05 SASID: 321265479 0000007 	TCAP JANE A. SMITH CENTRAL ELEM 7865 DENVER SD 3211 GRADE 05 SASID: 321265479 0000007 
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Biographical label
(Do **not** affix)

Bar code label
(Affix as shown)

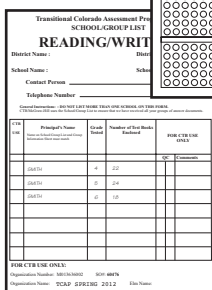
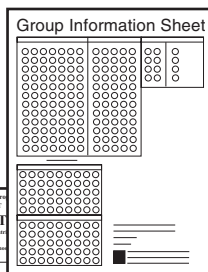
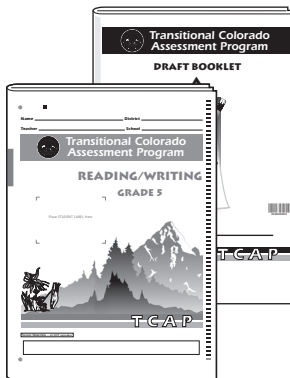
Bar code label
(Affix to student's
other test book)

Step 2 Distribute Test Materials

Instructions for the School Assessment Coordinator

The *TCAP Test Proctor's Manual*, General Administration Directions, and Group Information Sheets may be delivered to the TCAP Test Proctors as soon as these materials arrive in your school, to allow Proctors time to become familiar with the procedures. However, test books should be distributed to TCAP Test Proctors **only** on the scheduled testing date.

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



When you distribute these...

do this:

Test Materials

Distribute test materials in appropriate numbers to each class.

Spanish Test Books

Ensure that Spanish STOP page inserts are correctly placed between **each** session in the Spanish test books for grades 3 and 4. TCAP Test Proctors who administer Spanish tests should be reminded to check the correct placement of these STOP page inserts before the start of every *Escritura* and *Lectura* session.

Group Information Sheets (GISs)—scannable documents that are submitted with each set of test books to be scored and reported as a single group (one for each grade and content area).

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

Be sure the precoded Group Information Sheets are accurate for your school.

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

School/Group List (SGL)—document used to confirm the grouping information provided on the individual Group Information Sheets.

Do not photocopy the SGL. If you need additional School/Group Lists, contact your DAC.

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

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

Step 3 Collect Test Materials

Instructions for the School Assessment Coordinator

Collect Materials

Immediately after the final testing session for each content area test, collect the test books from the TCAP Test Proctor. Make sure that test books have been turned in for every student, including those who did not test as well as those who took an accommodated version of the assessment. All draft booklets must also be collected. It is a district decision as to what will be done with the math punch-out tools once testing is complete. The DAC will decide whether these tools can be kept by students and teachers, or whether they must be collected and returned with all of the testing materials.

Check the Student Data Grid

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

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

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

Do not mark the STATE USE data field.

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

Data Field**Information**

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

Data Field**Information**

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

Data Field

Information

<div>17</div>	<div>TEST INVALIDATION</div> <div>(Separate columns are provided for reading and writing invalidation. Fill in one bubble only in each column.)</div>	<div>0 = Does not apply, as student completed all testing sessions</div> <div>1 = Unable to test due to language</div> <div>2 = Student did not test—student is taking the Colorado Alternate Assessment, CoAlt (per detailed guidelines issued by CDE)</div> <div>4 = Student did not test because of parental refusal</div> <div>5 = Student did not complete test because of absence, illness, sharing of answers, or other extenuating circumstances</div> <div>6 = Student withdrew before test could be completed</div> <div>7 = Student did not complete test because of extreme frustration</div> <div>8 = Student may have completed test, but used a nonapproved accommodation or modification</div> <div>9 = Student may have completed test, but a misadministration of the test occurred</div> <div>B = Student is homebound due to illness or injury (not discipline) and receiving instruction through district educational services</div>
<div>18</div>	<div>PROGRAM</div> <div>(Fill in all bubbles that apply.)</div>	<div>No</div> <div>Yes</div> <div>01IEP</div> <div>01504</div> <div>01Title I</div> <div>01Oct New to School</div> <div>01Migrant</div> <div>01Immigrant</div> <div>01District Use-D (Homeless)</div>
<div>19</div>	<div>STATE USE</div>	<div>Leave blank unless otherwise instructed by CDE.</div>
<div>20</div>	<div>GT DESIGNATION</div> <div>(Fill in one bubble only.)</div>	<div>0 = No, Not Gifted</div> <div>1 = Language Arts Gifted</div> <div>2 = Mathematics Gifted</div> <div>3 = Both Language Arts and Mathematics Gifted</div> <div>4 = Other Gifted (i.e., leadership, creativity, spatial, visual, performing or musical arts)</div>

Student Data Grid

A sample of the student data grid is shown below.

1 STUDENT'S NAME										M.I.	2 BIRTH DATE			3 ETHNICITY (mark one)			4 RACE (mark all that apply)					
Last										First	M.I.	Month	Day	Year								
A	A	A	A	A	A	A	A	A	A	A		Jan	0	0	0	0						
B	B	B	B	B	B	B	B	B	B	B		Feb	1	1	1	1						
C	C	C	C	C	C	C	C	C	C	C		Mar	2	2	2	2						
D	D	D	D	D	D	D	D	D	D	D		Apr	3	3	3	3						
E	E	E	E	E	E	E	E	E	E	E		May	4	4	4	4						
F	F	F	F	F	F	F	F	F	F	F		Jun	5	5	5	5						
G	G	G	G	G	G	G	G	G	G	G		Jul	6	6	6	6						
H	H	H	H	H	H	H	H	H	H	H		Aug	7	7	7	7						
I	I	I	I	I	I	I	I	I	I	I		Sep	8	8	8	8						
J	J	J	J	J	J	J	J	J	J	J		Oct	9	9	9	9						
K	K	K	K	K	K	K	K	K	K	K		Nov										
L	L	L	L	L	L	L	L	L	L	L		Dec										
M	M	M	M	M	M	M	M	M	M	M												
N	N	N	N	N	N	N	N	N	N	N												
O	O	O	O	O	O	O	O	O	O	O												
P	P	P	P	P	P	P	P	P	P	P												
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q												
R	R	R	R	R	R	R	R	R	R	R												
S	S	S	S	S	S	S	S	S	S	S												
T	T	T	T	T	T	T	T	T	T	T												
U	U	U	U	U	U	U	U	U	U	U												
V	V	V	V	V	V	V	V	V	V	V												
W	W	W	W	W	W	W	W	W	W	W												
X	X	X	X	X	X	X	X	X	X	X												
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y												
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z												

6 STATE STUDENT ID NUMBER (required)										Female <input type="radio"/> 5 Male <input type="radio"/>	
0	0	0	0	0	0	0	0	0	0	TCAP 2012 Reading/Writing Gr 7	
1	1	1	1	1	1	1	1	1	1	<p>If a precoded label is used, the following data cannot be modified: student name, birth date, ethnicity, race, 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.</p>	
2	2	2	2	2	2	2	2	2	2		
3	3	3	3	3	3	3	3	3	3		
4	4	4	4	4	4	4	4	4	4		
5	5	5	5	5	5	5	5	5	5		
6	6	6	6	6	6	6	6	6	6		
7	7	7	7	7	7	7	7	7	7		
8	8	8	8	8	8	8	8	8	8		
9	9	9	9	9	9	9	9	9	9		
0	0	0	0	0	0	0	0	0	0		

7 PRIMARY DISABILITY (mark one)										8 LANGUAGE BACKGROUND (mark one)										9 CONTINUOUSLY ENROLLED 1 YEAR										10 DATE MOST RECENTLY ENROLLED IN U.S.									
<input type="radio"/> 00 None <input type="radio"/> 01 Limited intellectual capacity <input type="radio"/> 03 Emotional disability <input type="radio"/> 04 Specific learning disability <input type="radio"/> 05 Hearing disability <input type="radio"/> 06 Visual disability <input type="radio"/> 07 Physical disability <input type="radio"/> 08 Speech/lang. disability <input type="radio"/> 09 Deaf-blind <input type="radio"/> 10 Multiple disabilities <input type="radio"/> 13 Autism <input type="radio"/> 14 Traumatic brain injury										<input type="radio"/> 0 English <input type="radio"/> 1 Spanish <input type="radio"/> 2 Other										<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> 0 In School <input type="radio"/> 1 In District										Month Day Year Jan 0 0 0 Feb 1 1 1 Mar 2 2 2 Apr 3 3 3 May 4 4 4 Jun 5 5 5 Jul 6 6 6 Aug 7 7 7 Sep 8 8 8 Oct 9 9 9 Nov Dec									
<input type="radio"/> 0 Not applicable <input type="radio"/> 1 NEP <input type="radio"/> 2 LEP <input type="radio"/> 3 FEP										<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> 0 In Colorado										District use only-A <input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> 0 1										District use only-C <input type="radio"/> 1 2 3									
<input type="radio"/> 0 No <input type="radio"/> Yes M1 M2 E3+ Choice <input type="radio"/> 0 1 2 3 4 5										<input type="radio"/> 0 1 2 3 4 5 Bilingual <input type="radio"/> 0 1 2 3 4 5 ESL										District use only-B <input type="radio"/> 0 1 2 3 4 5										District use only-D <input type="radio"/> 0 1 2 3 4 5									

16 ACCOMMODATIONS (mark all that apply)										17 TEST INVALIDATION										18 PROGRAM (mark all that apply)									
<input type="radio"/> 0 None <input type="radio"/> 1 Braille version <input type="radio"/> 2 Large-print version <input type="radio"/> 3 Teacher-read directions only <input type="radio"/> 5 Scribe <input type="radio"/> 6 Signing <input type="radio"/> 7 Assistive technology <input type="radio"/> 8 Extended timing used <input type="radio"/> 9 Oral script <input type="radio"/> A Appr. nonstandard accomm. <input type="radio"/> B Translated oral script <input type="radio"/> C Word-to-Word dictionary										<input type="radio"/> 0 Student tested all sessions <input type="radio"/> 1 Unable to test due to language <input type="radio"/> 2 Taking CoAlt Assessment <input type="radio"/> 4 Parental refusal <input type="radio"/> 5 Test not completed <input type="radio"/> 6 Withdrew before completion <input type="radio"/> 7 Extreme frustration <input type="radio"/> 8 Nonapproved accomm/modification <input type="radio"/> 9 Misadministration <input type="radio"/> B District ed. services										<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> 0 IEP <input type="radio"/> 1 504 <input type="radio"/> 0 1 Title I <input type="radio"/> 0 1 Oct New to School <input type="radio"/> 0 1 Migrant <input type="radio"/> 0 1 Immigrant <input type="radio"/> 0 1 District Use-D									
STATE USE <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9										GT DESIGNATION (mark one) <input type="radio"/> 0 No <input type="radio"/> 3 Both <input type="radio"/> 1 Lang. Arts <input type="radio"/> 4 Other <input type="radio"/> 2 Math																			

Step 4 Check Test Books

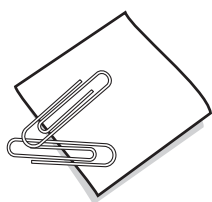
Instructions for the School Assessment Coordinator

Physical Condition

All used test books should be inspected for damage or other conditions that may interfere with the electronic scoring process. **Damaged test books cannot be machine-scanned, and those students will not receive scores.** Please check documents that are to be machine-scored for the following:

If you find this...

do this:



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

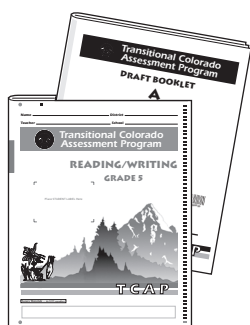
Remove them.



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

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

Copy all student responses in the damaged test book onto a clean, unused document. Use a standard, wooden, graphite-based No. 2 pencil with a soft eraser. Fill in all response bubbles completely with solid and dark marks.



- draft booklets, Spanish STOP page inserts, and punch-out tools inserted in test books

Remove draft booklets and STOP page inserts from test books and bundle them separately from test books. Package the draft booklets and STOP page inserts with **NOT TO BE SCORED** materials. It is a district decision as to what will be done with the math punch-out tools once testing is complete. The DAC will decide whether these tools can be kept by students and teachers, or whether they must be returned with all of the testing materials.

Step

5

Instructions for the School Assessment Coordinator

The Group Information Sheet (GIS) provides data that will appear on your reports. To ensure that all scores for a group of students will be reported together, it is essential that a complete and accurate GIS be placed on top of each stack of completed tests. **One GIS is to be used for each grade and content area.** While some information on the GIS will be precoded, other information must be entered manually by the TCAP Test Proctor (see page 15 for guidelines). All information, manually entered and precoded, should be carefully reviewed for accuracy.

Standard GIS

[illegible]

IMPORTANT: In the event that the school name has not been precoded and must be entered by hand, the TCAP Test Proctor must enter this information accurately on the GIS. To ensure that the school name is entered accurately, refer to the TCAP School List at www.ctb.com/tcap.

After each GIS has been checked for accuracy, follow the instructions provided by your District Assessment Coordinator to prepare the materials for return to your DAC. **DO NOT MIX GRADES OR CONTENT AREAS.**

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

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

Step 6 Complete the School/Group List

Instructions for the School Assessment Coordinator

CTB uses the School/Group List to double-check that all your groups of test books have been received. Every completed Group Information Sheet must have an entry on the appropriate School/Group List. To complete the School/Group List, refer to the instructions on page 17. Once the School/Group List is completed it should be photocopied, and the copy must be retained by the district.

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

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

- District Name and Number
- School Name and Number

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

Transitional Colorado Assessment Program 2012
SCHOOL/GROUP LIST
READING/WRITING

1 District Name : DENVER Co

2 School Name : COLLEGE DEN

4 Contact Person _____

Telephone Number _____

District # : 0

School # : 1774

3

5

PRECODED

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

CTB USE	Principal's Name <small>Name on School/Group List and Group Information Sheet must match</small>	Grade Tested	Number of Test Books Enclosed	FOR CTB USE ONLY	
				QC	Comments
	SMITH	4	22		
	SMITH	5	24		
	SMITH	6	18		

FOR CTB USE ONLY:

Organization Number: M013636002 SO#: 60476

Organization Name: TCAP SPRING 2012 Elm Name:

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

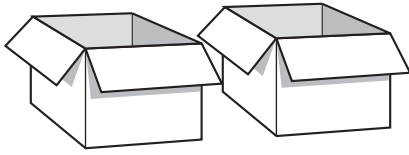
Step 7 Prepare Test Materials for Packaging

Instructions for the School Assessment Coordinator

Before returning test materials to the District Assessment Coordinator, the School Assessment Coordinator should sort and package the materials following the directions below. If your DAC has provided you with district-specific sorting or packaging instructions, be sure to follow those directions as well.

- 1
 - ✓ Separate the TO BE SCORED materials from the NOT TO BE SCORED materials (this includes unused test books).
 - ✓ Separate the draft booklets from the used TO BE SCORED reading/writing test books. The draft booklets are NOT TO BE SCORED materials.
 - ✓ Separate the Spanish STOP page inserts from the used TO BE SCORED Spanish test books. The STOP page inserts are NOT TO BE SCORED materials.
 - ✓ It is a district decision as to what will be done with the math punch-out tools once testing is complete. The DAC will decide whether these tools can be kept by students and teachers, or whether they must be returned with all of the testing materials. Check to be sure that there are no punch-out tools in the TO BE SCORED math test books.
 - ✓ Do **not** place TO BE SCORED Spanish test books with TO BE SCORED English test books. Separate GISs and SGLs will be provided for English and Spanish test books.
- IMPORTANT: Do NOT mix grades, content areas, or languages (English and Spanish) in any bundles that are to be returned to CTB/McGraw-Hill.**
- ✓ Complete one School/Group List for each content area as directed by your DAC.
 - ✓ Contact your DAC for further instructions on how to package materials for shipment. The normal procedure for packaging TO BE SCORED materials is detailed on pages 20–24.
-

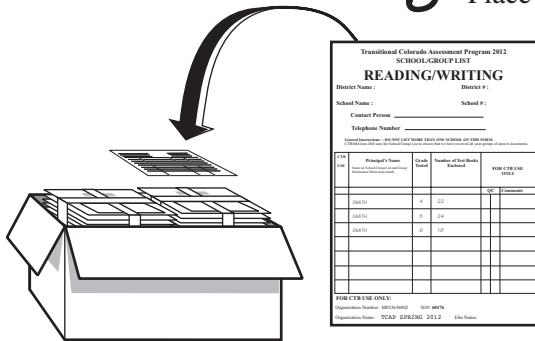
2 Prepare green shipping boxes.



The green boxes in which test materials were delivered to you **must** be used for return shipping. Ensure that the original shipping labels and other markings have been removed or covered. If these boxes have been discarded or more boxes are needed, contact your DAC for additional green boxes.

Prior to packing test materials, securely tape the bottom of each box to prevent breakage. Reinforce all bottom seams, following an “H” pattern.

3 Place the School/Group Lists in Box 1.



Place all TO BE SCORED materials in a green shipping box (use additional boxes as needed). Then, place the School/Group Lists for each content area on top of the used test books. If multiple boxes are needed, place the School/Group Lists at the top of Box 1 of TO BE SCORED materials. Make sure that each group of test books is bundled together with its corresponding GIS.

Collect all NOT TO BE SCORED materials and stack them separately. NOT TO BE SCORED materials include:

- any used test books that are not to be scored
- all unused test books
- both used and unused large-print test books and Braille test books
- all *TCAP Test Proctor's Manuals*
- all draft booklets
- all Spanish STOP page inserts

All NOT TO BE SCORED test books (used and unused) should be bundled together with paper bands. The procedure for banding NOT TO BE SCORED test books is similar to that for TO BE SCORED materials; your DAC will provide you with specific directions. It is not necessary to remove the shrink-wrap from unopened packages of test books. No banding is necessary for the other NOT TO BE SCORED materials (manuals, draft booklets, and Spanish STOP page inserts). Place all NOT TO BE SCORED materials in a separate green shipping box (use additional boxes as needed).

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

Reminder: The materials should be sorted and/or packaged as directed by your DAC.

Step 8 Package Test Materials

8

Instructions for the District Assessment Coordinator

Preparation of Materials for Return to CTB/McGraw-Hill

1 Stacking and bundling TO BE SCORED test books

- ✓ Stack test books by grade and content area. For each stack, make sure that:
 - test books are all the same grade and content area
 - spines are facing in the same direction (For larger schools, it is acceptable to rotate stacks in 15-book intervals before banding.)

IMPORTANT: Do NOT mix grades, content areas, or languages when stacking test books.

- ✓ One **Group Information Sheet** is to be used for each grade and content area. Be sure the GIS is placed on top of the first bundle of test books for a given grade and content area.
 - For any grade 3 test books (reading, writing, or math), bundle books in groups of 30 or fewer.
 - For all science and grades 4 through 10 math test books, bundle books in groups of 25 or fewer.
 - For grades 4 through 10 reading/writing test books, bundle books in groups of 20 or fewer.
-



2 Stack Cover Card

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

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

Use one Stack Cover Card for each bundle of test books, whether or not the bundle also includes a GIS. For example, if you have three bundles of test books that are the same grade and content area, you will need three separate Stack Cover Cards.

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

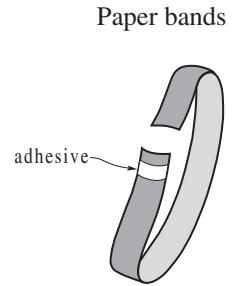
 Transitional Colorado Assessment Program		
<p>Step 1 Place one completed Stack Cover Card on top of each bundle of test books.</p> <p>Step 2 If more than one bundle is needed for a grade and content area, use a separate Stack Cover Card for each bundle. Number each bundle consecutively—"Bundle 1 of 3," "2 of 3," etc. Make sure that the GIS is in Bundle 1 under the Stack Cover Card.</p> <p>Step 3 Use the paper bands to secure each bundle.</p>		<p>Number of students tested _____ (number here should match GIS and SGL)</p> <p>Bundle number _____ of _____</p> <p>Number of test books under this Stack Cover Card _____</p>
<p>Placement for Paper Bands</p>		
<p>Principal name _____</p> <p>School name and number _____ (_____)</p> <p>District name and number _____ (_____)</p> <p>If found, please send to: CTB/McGraw-Hill 20 Ryan Ranch Road Monterey, CA 93940 800-994-8557</p> <p> CTB</p>	<p>Placement for Paper Bands</p>	<p> <input type="radio"/> Grade 3 Reading (English) <input type="radio"/> Grade 3 Reading (Spanish) <input type="radio"/> Grade 3 Writing (English) <input type="radio"/> Grade 3 Writing (Spanish) <input type="radio"/> Grade 4 Reading/Writing (English) <input type="radio"/> Grade 4 Reading/Writing (Spanish) <input type="radio"/> Grade 5 Reading/Writing <input type="radio"/> Grade 6 Reading/Writing <input type="radio"/> Grade 7 Reading/Writing <input type="radio"/> Grade 8 Reading/Writing <input type="radio"/> Grade 9 Reading/Writing <input type="radio"/> Grade 10 Reading/Writing <input type="radio"/> Grade 3 Mathematics <input type="radio"/> Grade 4 Mathematics <input type="radio"/> Grade 5 Mathematics <input type="radio"/> Grade 6 Mathematics <input type="radio"/> Grade 7 Mathematics <input type="radio"/> Grade 8 Mathematics <input type="radio"/> Grade 9 Mathematics <input type="radio"/> Grade 10 Mathematics <input type="radio"/> Grade 5 Science <input type="radio"/> Grade 8 Science <input type="radio"/> Grade 10 Science <input type="radio"/> NOT TO BE SCORED </p>

2702695

Stack Cover Card

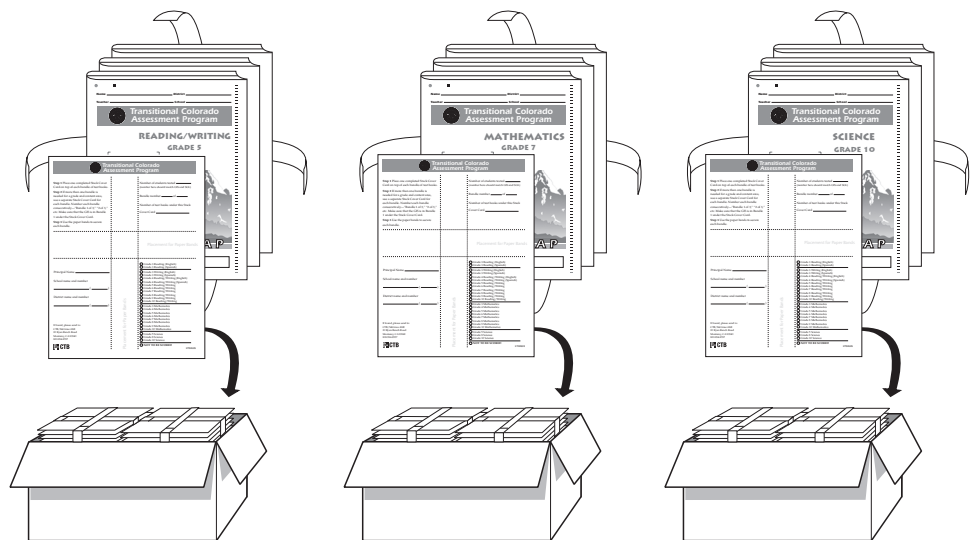
3 Paper bands

- ✓ Secure each bundle with two of the paper bands provided by CTB (see example on the right) and place the bundles into the green CTB box(es). The paper bands have adhesive on one end covered with waxed paper.
- When placing the first band around the books, start with the adhesive end on top of the bundle, sticky side up. Remove the waxed paper.
- Wrap the paper band **horizontally** around the bundle and firmly fasten the paper band. Be sure that the band securely holds the books.
- Next, wrap the second paper band around the bundle **vertically** with the adhesive end on top, sticky side up, and firmly fasten the paper band. Be sure that the band securely holds the books.
- If necessary, cut off any excess paper band with scissors.



4 Packaging bundles

- ✓ Complete one School/Group List for each content area as detailed on pages 16 and 17 (if this has not already been done by the School Assessment Coordinator).
- ✓ Place all banded bundles in a green box with the School/Group List on top. Follow the instructions below when packaging bundles in boxes.
- Keep each grade and content area together in the box(es).
- When placing a grade and content area in a box, stack the bundles so that the top bundle is “1 of X” for that grade and content area, the second bundle is “2 of X” for that grade and content area, etc. Follow the same pattern for all bundles in that box.



The bundles and grades must be stacked in consecutive order. Grades organized by content area should be packed in separate boxes except for very small shipments where this is not practical.

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

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

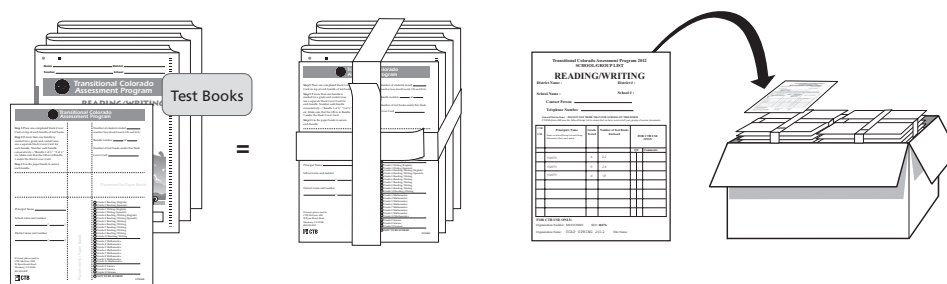
Incorrect: School B also has 8 bundles of grade 7 math test books and 10 bundles of grade 8 math test books. They place Bundles 1 through 4 of grade 7 math in the first box with Bundles 1 through 5 of grade 8 math. Then they place Bundles 5 through 8 of grade 7 math and Bundles 6 through 10 of grade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

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

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

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

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



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

5 Procedure for packaging NOT TO BE SCORED materials

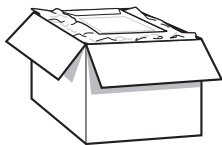
For test books only: Follow the same method for placing paper bands around the NOT TO BE SCORED test books (if this has not already been done by the School Assessment Coordinator). Unopened packages of test books do not need to be taken out of the shrink-wrap, nor do they need to be wrapped with paper bands and Stack Cover Cards.

For all other test materials: The remaining NOT TO BE SCORED test materials do not require banding.

Package unused materials separately from TO BE SCORED materials. Test materials packed in a box with a NOT TO BE SCORED label will **not** be scored.

Step 9 Ship Test Materials

Instructions for the District Assessment Coordinator



- 1 Reuse the original green shipping boxes to return TO BE SCORED test materials to the CTB scoring center. If the green boxes have been discarded or more boxes are needed, contact the TCAP Help Desk at **1-800-994-8557**. The table on page 24 illustrates the packing order for the return of TO BE SCORED materials.

Prior to packing test materials, securely tape the bottom of each box to prevent breakage. Reinforce all bottom seams, following an “H” pattern.

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

- 2 Attach shipping labels to boxes.

Your District Assessment Coordinator’s Kit contains separate return shipping labels for TO BE SCORED and NOT TO BE SCORED materials. To help simplify your return packing processes, preprinted school names have been added to both the TO BE SCORED and NOT TO BE SCORED return shipping labels.

TO BE SCORED (white)—For each box of TO BE SCORED test books, fill out a white shipping label with the school **box count** and the district **box count** and affix the label to the outside of the box. The return shipping label must be placed on the end of each box in the location specified on the box.

NOT TO BE SCORED (yellow)—For each box of NOT TO BE SCORED test materials, fill out a yellow shipping label with the school **box count** and the district **box count**; this includes all used test books that are not to be scored and unused test books; both used and unused large-print test books and Braille test books; all *TCAP Test Proctor’s Manuals*; and all draft booklets. Affix the label to the outside of the box in the location specified on the box.

Be sure to use only white and yellow labels marked “TCAP.” Do not use any labels marked for other testing programs, such as “CoAlt” or “CELA.”

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

Note: To ensure the safe return of scorable materials and the timely delivery of test results, it is absolutely essential that all boxes be packed, labeled, and secured as described above. Check to make sure that all boxes are tightly packed and securely sealed. Add crumpled paper to any boxes that are not completely filled. Reinforce all seams with packing tape before shipment.

A white shipping label with a header 'S' in a box, 'TCAP 2012 TO BE SCORED', and 'CO' in a box. It contains fields for 'From:' (DIST: SAMPLE DISTRICT NAME, DIST#: 1040, SCH: SAMPLE SCHOOL NAME, SCH#: 3104) and 'To:' (CTB/McGraw-Hill - Indy Park 100, 5020 W. 81st Street, Indianapolis, IN 46268, Ph: (800) 994-8557). It also has fields for 'DIST BOX' and 'SCHOOL BOX' counts. A barcode is at the bottom with the number 31S-M0113412001-030000324-000005. A warning 'CTB USE ONLY - DO NOT COVER THIS LABEL' is printed above the barcode.

White Label

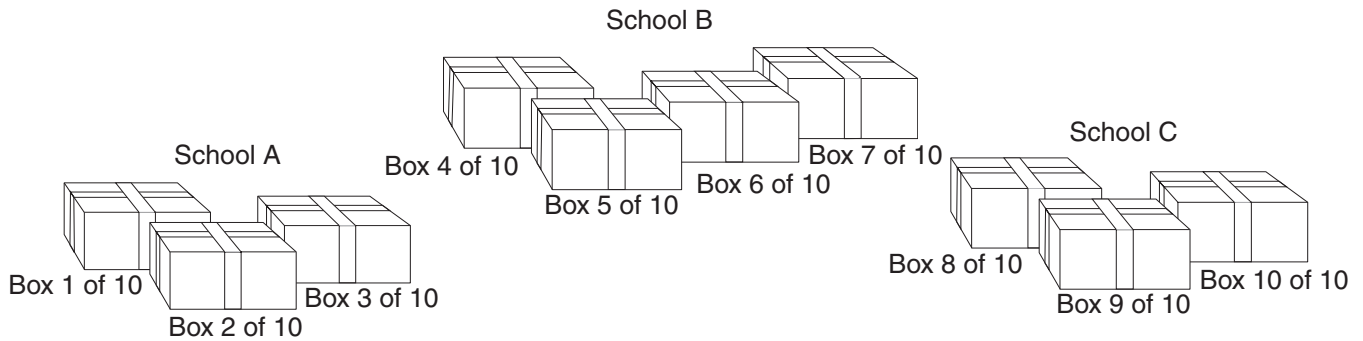
A yellow shipping label with a header 'U' in a box, 'TCAP 2012 NOT TO BE SCORED', and 'CO' in a box. It contains fields for 'From:' (DIST: SAMPLE DISTRICT NAME, DIST#: 1040, SCH: SAMPLE SCHOOL NAME, SCH#: 3104) and 'To:' (CTB/McGraw-Hill - Indy Park 100, 5020 W. 81st Street, Indianapolis, IN 46268, Ph: (800) 994-8557). It also has fields for 'DIST BOX' and 'SCHOOL BOX' counts. A barcode is at the bottom with the number 31U-M0113412001-030000324-000001. A warning 'CTB USE ONLY - DO NOT COVER THIS LABEL' is printed above the barcode.

Yellow Label

Reminder: No materials packed in a box with a NOT TO BE SCORED label will be scored.

3 Mark the boxes.

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



The diagram above shows the packaging for a district with three schools. The district’s shipping labels should be numbered in sequence to show **both** the box numbers from each school **and** the box numbers from the district. (Refer to sample labels on page 25.)

Important Note: If you have a large number of boxes, they must be placed on pallets. Please place the **TO BE SCORED** boxes and the **NOT TO BE SCORED** boxes on separate pallets.

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



Boxes properly palletized



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

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

Notes

