# COLORADO

## English Language Acquisition

# 2008
# SCHOOL AND DISTRICT
# ASSESSMENT COORDINATORS'
# MANUAL

# CELApro

20351

# Partners in Your Assessment Program

*A Message from Your CELApro Scoring Process Team at CTB*

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

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

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

**1-800-994-8557**

# Introduction

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

## Essential Steps For Student Success on CELApro

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

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

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

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

Thank you.

# Contents

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# Step 1   Review Your Test Materials

## Instructions for the District Assessment Coordinator (DAC)

- The District Assessment Coordinator will be responsible for the following:
  - ✓ receiving test materials from CTB/McGraw-Hill (CTB).
  - ✓ checking the shipment.
  - ✓ organizing test materials for each school in the district.
  - ✓ training School Assessment Coordinators.
  - ✓ delivering test materials to schools one week or less before the testing period.
  - ✓ determining responsibility for reviewing rosters of precoded student information.
  - ✓ determining and assigning responsibility for completing state student ID numbers, as well as special program, special education, and special accommodation information.
  - ✓ consolidating test materials after test administration.
  - ✓ assembling test materials for shipment (the procedure has changed for 2008; see Step 7 for more details).
  - ✓ **new for 2008** — ensuring that the boxes are packaged correctly for shipping to CTB.
  - ✓ maintaining test security.
  - ✓ **new for 2008** — distributing stack cover cards to schools for sending TO BE SCORED Student Books and Answer Books back to CTB (see Step 8 for more details).
  - ✓ **new for 2008** — distributing paper bands (that will be used instead of envelopes) for bundling TO BE SCORED Student Books or Answer Books (see Step 8 for more details). The same bundling procedure may be used for NOT TO BE SCORED materials.

- Included in each District Assessment Coordinator's Kit are the following materials:
  - ✓ packing list of materials.
  - ✓ district cover letter, with general directions and informational flyer.
  - ✓ short/add fax form.
  - ✓ **new for 2008** — one set of purple return shipping labels for all TO BE SCORED Student Books or Answer Books.
  - ✓ **new for 2008** — one yellow set of return shipping labels for all materials NOT TO BE SCORED (including unused Student Books and Answer Books, reusable Student Books, Large Print, Examiner's Guides, Cue Picture Books, CDs, and Braille Student books).

- If you discover any shortages or incorrect shipments, promptly contact the CELA Help Desk at 1-800-994-8557.

- Save the sturdy green boxes in which materials were shipped so that you can use them to return test materials after administration. Only the green boxes provided by CTB can be used for shipping the test materials. If you do not have enough green boxes, please contact CTB at 1-800-994-8557.

- If, after reading these instructions and the enclosed information, you have any questions about the materials or the instructions for organizing the materials and returning them to CTB, please call 1-800-994-8557.

# *Instructions for the School Assessment Coordinator (SAC)*

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

  ✓ training Test Examiners.

  ✓ receiving test materials from the District Assessment Coordinator.

  ✓ checking the shipment.

  ✓ distributing test materials to Test Examiners.

  ✓ ensuring that Test Examiners review the *Examiner's Guide* prior to administering the test.

  ✓ ensuring that testing procedures in the *Examiner's Guide* are followed.

  ✓ ensuring that precoded student information is accurate, and making corrections as necessary.

  ✓ ensuring that the student data grid is accurately completed (if applicable).

  ✓ collecting and checking test materials after test administration.

  ✓ completing and checking the Group Information Sheets (GIS).

  ✓ completing and checking the School/Group List (SGL).

  ✓ packing test materials and transporting them to the District Assessment Coordinator according to the instructions from the District Assessment Coordinator.

  ✓ maintaining test security.

- The School Assessment Coordinator's Packet includes the following materials:

  ✓ school cover letter with general directions and informational flyer.

  ✓ School/Group Lists to be completed by the School Assessment Coordinator after test administration. (Note: If additional School/Group Lists are needed, they can be photocopied locally.)

  ✓ precoded, orange Group Information Sheets (commodity code #49613), to be completed by the School Assessment Coordinator.

  ✓ one set of student bar code labels and rosters per school.

- **If you discover any shortages or incorrect shipments, promptly contact your District Assessment Coordinator. The DAC will contact CTB.**

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

- If, after reading these instructions and the enclosed information, you have any questions about the materials or the instructions for organizing and returning the materials, contact your DAC.

- Test materials must be kept secure at all times.

## HANDLING OF PRECODED STUDENT LABELS

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

Affix the bar code label to the designated area on the front cover of the Student Book or Answer Book if the following information is accurate: STUDENT'S NAME, GRADE, BIRTH DATE, STATE STUDENT ID NUMBER (SASID), GENDER, and ETHNICITY. (See Page 5 for the correct placement of the bar code label.) If any of the preceding information is inaccurate, **do not use the bar code label.** Instead, fill in **all** sections of the student data grid on the back cover of the Student Book (K–5) or Answer Book (6–12).

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

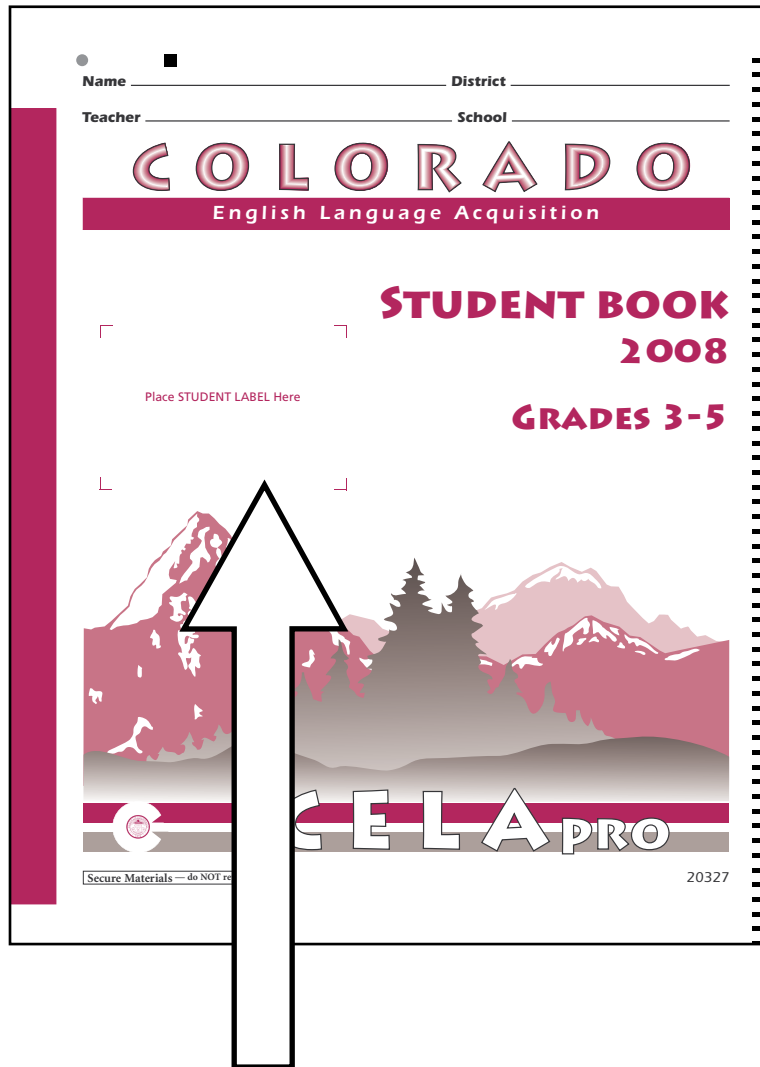Copyright © 2007 by Colorado Department of Education.

# EXCEPTIONS

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

If no additional correct bar code labels are available, place **two blank labels** over the existing bar code label and bubble all the biographical information on the student data grid. Blank labels are sent specifically for this use.
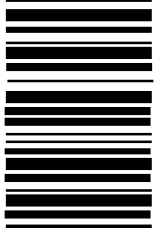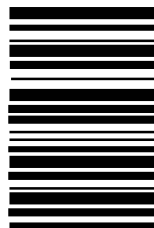
If there is no bar code label for a student, bubble all the biographical information on the student document and **leave the bar code area blank.** It is important that nothing be written in that area—no teacher name, no school name, etc.

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

# Test Book Cover (bar code label positioning)

**Name** _____ **District** _____

**Teacher** _____ **School** _____

## C O L O R A D O
### English Language Acquisition

**STUDENT BOOK**
**2008**

**GRADES 3-5**

Place STUDENT LABEL Here

CELApro

Secure Materials — do NOT re...

20327

**AFFIX**

| | | |
|---|---|---|
| **JANE A. SMITH** | **CELApro** | **CELApro** |
| SASID: 3212654793 | JANE A. SMITH | JANE A. SMITH |
| SCHOOL: CENTRAL ELEM 7865 | CENTRAL ELEM 7865 | CENTRAL ELEM 7865 |
| DISTRICT: DENVER SD 3211 | DENVER SD 3211 | DENVER SD 3211 |
| GRADE: 05 | GRADE 05 | GRADE 05 |
| BIRTHDATE: 02/14/97 | SASID: 3212654793 | SASID: 3212654793 |
| GENDER: FEMALE | | |
| **CELApro** | **0000007** | **0000007** |
| 2004 BARCODE ID: 0000007 | | |
| **DO NOT USE ON BOOK** | | |

Biographical label
(Do **not** affix)

# Step 2 Distribute Test Materials

## Instructions for the School Assessment Coordinator

One day before the testing date, distribute the Student Books or Answer Books to the Test Examiners. The *Examiner's Guide* and Group Information Sheets may be delivered to the Test Examiners as soon as possible to allow them time to become familiar with the procedures.

Please instruct the Test Examiners to review the *Examiner's Guide* prior to administering the test.
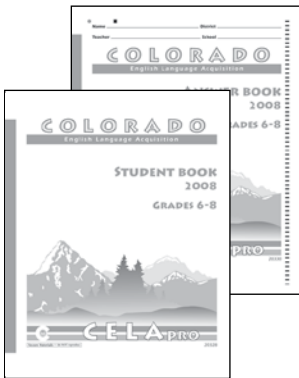
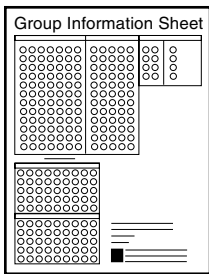| When you distribute these... | do this: |
|---|---|
| *Test Books* | Distribute Student Books or Answer Books in appropriate numbers to each Test Examiner. |
| *Group Information Sheets* (GIS)—scannable documents that are submitted with each set of answer documents to be scored and reported as a single group (one for each grade, per school).<br><br>**Do not photocopy the GIS. It does not scan if copied.** If you need additional Group Information Sheets, contact your DAC. The DAC will contact CTB. | Be sure the precoded Group Information Sheets (GISs) are appropriate for your school.<br><br>Ensure that you have one GIS for each grade to be scored. |
| *School/Group List* (SGL)—document to check the information used to group the answer documents. | Complete the School/Group List. You should have one line filled out on the School/Group List for every GIS included (See Step 6). |
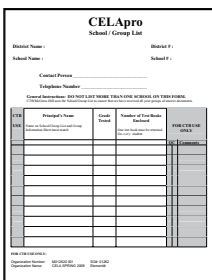
For information on administering the tests, please refer to the appropriate *Examiner's Guide*.

# Step 3 Collect Test Materials

## Instructions for the School Assessment Coordinator

### Collect Materials

Immediately after testing is complete, collect the Student Books or Answer Books from each Test Examiner. Ensure that Student Books or Answer Books have been turned in for every student, including those who did not test or those who took an accommodated version of the assessment.

### Check the Student Data Grid

**For all Student Books (K–5) or Answer Books (6–12), the ACCOMMODATIONS and TEST INVALIDATION fields must be completed by filling in the appropriate bubble for each field by hand.** The remainder of the student data grid on the back of the Student Books (K–5) or Answer Books (6–12), must be completed **only** if you are **not** using a preprinted student ID bar code label or if it is necessary to make changes to information that was precoded in the student ID file that was included with the bar code labels.

**Reminder: Do not use** the student bar code label if any of the following information on the label is incorrect: STUDENT'S NAME, GRADE, BIRTH DATE, STATE STUDENT ID NUMBER (SASID), GENDER, or ETHNICITY. Instead, fill in all sections of the student data grid on the back cover of the Student Book (K–5) or Answer Book (6–12).

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, GRADE, BIRTH DATE, STATE STUDENT ID NUMBER (SASID), GENDER, and ETHNICITY.

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

| Data Field | Information |
|---|---|
| **4** **ETHNICITY** <br> (Fill in one bubble only.) | 1 = American Indian/Alaska Native <br> 2 = Asian/Pacific Islander <br> 3 = Black (not of Hispanic origin) <br> 4 = Hispanic <br> 5 = White (not of Hispanic origin) |
| **5** **GENDER** | Female or Male |
| **6** **STATE STUDENT ID NUMBER** <br> (SASID # required.) | Print the State Student ID Number in the spaces above the bubble grid. Fill in one bubble per column to code the State Student ID Number (SASID). Each digit of a student's number should correspond with a filled-in bubble beneath it. |
| **7** **PRIMARY DISABILITY** <br> (Fill in one bubble only.) | 00 = None <br> 01 = Limited intellectual capacity <br> 03 = Emotional disability <br> 04 = Specific learning disability <br> 05 = Hearing disability <br> 06 = Visual disability <br> 07 = Physical disability <br> 08 = Speech/language disability <br> 09 = Deaf-blind <br> 10 = Multiple disabilities <br> 11 = Preschooler with disability <br> 13 = Autism <br> 14 = Traumatic brain injury |
| **8** **HOME LANGUAGE** <br> (Fill in one bubble only.) | Fill in the appropriate Home Language Code. <br> The Home Language Codes can be found on the CDE website. |
| **9** **LANGUAGE PROFICIENCY** <br> (Fill in one bubble only.) | 1 = NEP <br> 2 = LEP |
| **10** **ELL PROGRAM** <br> (Fill in one bubble in each row, Bilingual and ESL.) | No = 0 <br> Yes = 1 <br> Exited M1 = 2 <br> Exited M2 = 3 <br> Exited E3+ = 4 <br> Choice = 5 |

*8*

| Data Field | Information |
|---|---|
| **11**   **CONTINUOUSLY ENROLLED 1 YEAR** <br> (Fill in one bubble in each row.) <br><br> (**Note:** Attending kindergarten does not count as an enrolled year.) | No   Yes <br> 0    1    In School <br> 0    1    In District |
| **12**   **CONTINUOUSLY ENROLLED 3 YEARS** <br> (Fill in one bubble in each row. <br><br> (**Note:** Attending kindergarten does not count as an enrolled year.) | No   Yes <br> 0    1    In ELL Program <br> 0    1    In Colorado |
| **13**   **DISTRICT USE ONLY-A** | 0 = No, 1 = Yes (Expelled Student) |
| **14**   **DATE MOST RECENTLY ENTERED U.S.** <br> (Fill in the appropriate bubbles; if the day is a single digit, fill in the zero bubble for the first digit.) | Month, Day, Year |
| **15**   **DISTRICT USE ONLY-C** | 1 = Free lunch eligible <br> 2 = Reduced lunch eligible <br> 3 = Not applicable |
| **16**   **ACCOMMODATIONS** <br> (Separate columns are provided for speaking, listening, reading, and writing accommodations. Fill in one bubble only in each column.) | 0 = None <br> 1 = Braille version <br> 2 = Large-print version <br><br> 5 = Scribe (for R/W only) <br> 6 = Signing of presentation and/or response <br> 7 = Assistive communication device for response <br><br> A = Approved nonstandard accommodations |

| Data Field | Information |
|---|---|
| **17** **TEST INVALIDATION** (Separate columns are provided for listening, speaking, reading and writing invalidation.)<br><br>(Fill in one bubble only in each column.) | 0 = Does not apply, as student completed all testing sessions<br><br><br>3 = Student did not test—student is eligible to take the CSAPA assessment (per detailed guidelines issued by CDE)<br>4 = Student did not test because of parental refusal<br>5 = Student did not complete test because of absence, illness, sharing of answers, or other extenuating circumstances<br>6 = Student withdrew before test could be completed<br><br>8 = Student may have completed test, but used a nonapproved accommodation or modification<br>9 = Student may have completed test, but a misadministration of the test occurred<br>B = Student is homebound due to illness or injury (not discipline) and receiving instruction through district educational services |
| **18** **PROGRAM** (Fill in all bubbles that apply.) | No  Yes<br>0    1   IEP<br>0    1   504<br>0    1   Title 1<br>0    1   Oct new to school<br>0    1   Migrant<br>0    1   Immigrant<br>0    1   District use—D (Homeless)<br>0    1   GT designation (Gifted and Talented) |

# Student Data Grid

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

**STUDENT'S NAME** — Last, First, M.I.  [1]

**BIRTH DATE** [2] — Month, Day, Year
Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec

[3]

**GRADE**

**ETHNICITY** [4] (mark one)
- ① American Indian/ Alaska Native
- ② Asian/ Pacific Islander
- ③ Black (not of Hispanic origin)
- ④ Hispanic
- ⑤ White (not of Hispanic origin)

**STATE STUDENT ID NUMBER** (required) [6]

Female ○  [5]  Male ○

**CELApro 2008 GRADES 3–5**

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

**PRIMARY DISABILITY** (mark one) [7]
- 00 None
- 01 Limited intellectual capacity
- 03 Emotional disability
- 04 Specific learning disability
- 05 Hearing disability
- 06 Visual disability
- 07 Physical disability
- 08 Speech/lang. disability
- 09 Deaf-blind
- 10 Multiple disabilities
- 11 Preschooler w/disability
- 13 Autism
- 14 Traumatic brain injury

**HOME LANGUAGE** (mark one) [8]

**LANGUAGE PROFICIENCY** (mark one) [9]
- ○ NEP
- ○ LEP

**ELL PROGRAM** (mark one in each row) [10]
No Yes M1 M2 E3+ Choice
- Bilingual
- ESL

**CONTINUOUSLY ENROLLED 1 YEAR** [11]
No Yes
- In School
- In District

**CONTINUOUSLY ENROLLED 3 YEARS** [12]
No Yes
- In ELL Prog
- In Colorado

**DISTRICT USE ONLY-A** [13]
No Yes

**DISTRICT USE ONLY-C** [15]

**DATE MOST RECENTLY ENTERED U.S.** [14] — Month, Day, Year
Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec

**ACCOMMODATIONS** (mark one for each) [16]  SP LI  RD WR
- None
- Braille version
- Large-print version
- Scribe
- Signing
- Assistive comm. device
- Appr. nonstandard accomm.

**TEST INVALIDATION** (mark one for each) [17]  SP LI  RD WR
- Student tested all sessions
- Eligible to take CSAP Alt. Assessment
- Parental refusal
- Test not completed
- Withdrew before completion
- Nonapproved accomm/modification
- Misadministration
- District ed. services

**PROGRAM** (mark all that apply) [18]
No Yes
- IEP
- 504
- Title I
- Oct new to school
- Migrant
- Immigrant
- District use-D
- GT designation

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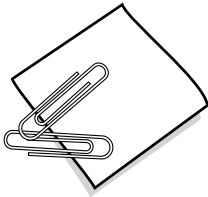
# Step 4 Check Test Books

## Instructions for the School Assessment Coordinator

### Physical Condition

There are some conditions that interfere with the electronic scoring process. Please check documents that are to be machine-scored for the following:
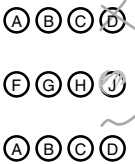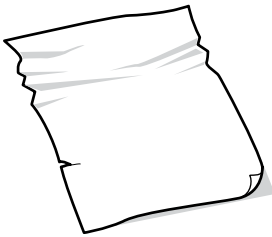
| *If you find this...* | *do this:* |
|---|---|
| • scratch paper<br>• tape of any kind<br>• Post-it® notes<br>• staples<br>• pins<br>• paper clips | Remove them. |
| • light marks<br>• incomplete erasures<br>• stray marks | Erase marks or make them heavier as needed. |
| • bent corners<br>• folds in documents<br>• creases in documents<br>• paper damaged by erasures<br>• ripped or torn sheets | Completely copy a damaged Student Book or Answer Book onto a clean, unused Student Book or Answer Book.<br><br>**Damaged Student Books or Answer Books cannot be machine-scanned and the student will not receive a score.**<br><br>Use a standard, wooden, graphite-based No. 2 pencil.<br><br>Use a soft eraser.<br><br>Mark responses by filling in bubbles solidly. |

# Step 5 Complete and Check Group Information Sheets

## *Instructions for the School Assessment Coordinator*

The Group Information Sheet (GIS) provides data that will appear on your reports. It is essential that a complete and accurate GIS be placed on top of each stack of completed tests from students whose scores are to be reported together. **One GIS is to be used for each grade**. Certain information that appears on the GIS must be entered by the Test Examiner. Some information on the GIS will be precoded. (See Page 15 for guidelines.) All information, manually entered and precoded, should be carefully reviewed for accuracy.

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

STANDARD GIS



49613

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

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

**REMINDER: Do NOT seal the shipping boxes when you return materials to the district. The DAC will verify the contents and consolidate materials.**

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

# Step 6 Complete the School/Group List

## Instructions for the School Assessment Coordinator

CTB uses the School/Group List to double-check that all your groups of Student Books and Answer Books have been received. Every Group Information Sheet completed must have an entry on the appropriate School/Group List. To complete the School/Group List, refer to the instructions on Page 17. Once the School/Group List is completed, it is recommended that a photocopy be made and retained by the district.

**IMPORTANT: Each school must complete only <u>one</u> School/Group List.**

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

- District Name and Number
- School Name and Number

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

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## CELApro
### School / Group List

**1** District Name : *PRECODED*
**2** School Name :

**3** District # : *PRECODED*
School # :

Contact Person _____

Telephone Number _____ **4**

**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 **6** | **5** Principal's Name<br>Name on School/Group List and Group Information Sheet must match | Grade Tested | Number of Test Books Enclosed<br>One test book must be returned for *every* student | **6** FOR CTB USE ONLY | |
|---|---|---|---|---|---|
| | | | | QC | Comments |
| | | | | | |
| | | | | | |
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| | | | | | |

**FOR CTB USE ONLY:**

Organization Number:   M012620 001        SO#: 01262
Organization Name:     CELA SPRING 2008   Element#:

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

# Step 7 Prepare Test Materials for Packaging

## Instructions for the School Assessment Coordinator

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

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**1** ✓ **New for 2008:** A new process for packaging materials will be used this year. **Envelopes will not be used for CELApro.** The TO BE SCORED Student Books or Answer Books will be bundled and secured with paper bands. Contact your District Assessment Coordinator for complete information about this new process.

✓ Complete a School/Group List for each school as directed by your District Assessment Coordinator.

✓ Contact your District Assessment Coordinator for further directions on how to package materials for shipment. If instructed by your District Assessment Coordinator, use the instructions that start on Page 21 of this manual for packaging the TO BE SCORED materials.

✓ **New for 2008:** Package all unused Student Books and Answer Books, used Student Books and Answer Books that are NOT TO BE SCORED, reusable Student Books, Braille Student Books, Large Print, Examiner's Guides, Cue Picture Books, and CDs as NOT TO BE SCORED materials. Contact your District Assessment Coordinator for instructions on packaging NOT TO BE SCORED materials. If instructed by your District Assessment Coordinator, use the instructions on Page 24 of this manual for instructions on how to package the NOT TO BE SCORED materials.

**IMPORTANT: Do not mix grades in their bundles when they are returned to CTB.**

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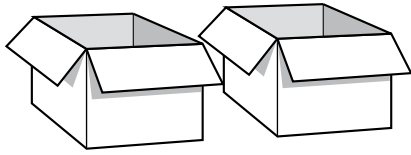
**2**  The green boxes in which test materials were delivered to you are ideal for return shipping. Ensure that former labels and other markings have been removed or covered. However, if these boxes have been discarded or more boxes are needed, contact your District Assessment Coordinator for additional green boxes.

---

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

After the TO BE SCORED material has been placed in the boxes, place the School/Group List on top of the test books in the box. If there are multiple boxes for a school, place the School/Group List on the top in Box 1 for that school. Place the Group Information Sheet (GIS) in the first bundle containing TO BE SCORED materials.
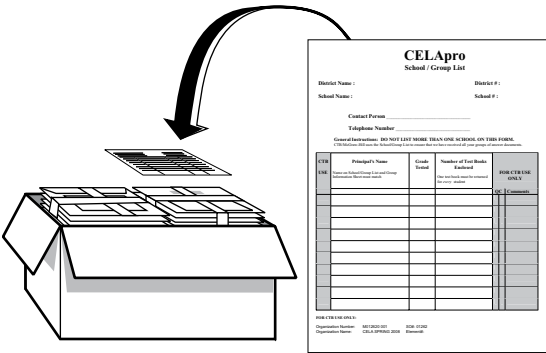
Collect all NOT TO BE SCORED materials: unused and used Student Books and Answer Books, reusable Student Books, Braille Student Books, Examiner's Guides, Cue Picture Books, and CDs. Band the NOT TO BE SCORED material with paper bands—not rubber bands. Band unused NOT TO BE SCORED materials separately from used NOT TO BE SCORED materials. The procedure for banding NOT TO BE SCORED materials is similar to the procedure for banding TO BE SCORED materials. Your District Assessment Coordinator will provide you with information about these procedures.

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

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

# Step 8 Package Test Materials

## Instructions for the District Assessment Coordinator

**New for 2008:** This year, a new way of packaging Student Books (K–5) or Answer Books (6–12) will be used. Paper bands and Stack Cover Cards will replace envelopes. An illustration of a paper band and a Stack Cover Card are shown below:

Paper band

adhesive

C O L O R A D O

**English Language Acquisition**

**Step 1** Place one completed Stack Cover Card on top of each bundle of Student Books for K-5 or Answer Books for 6-12.

**Step 2** If more than one bundle is needed for a grade, 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.

**Step 3** Use the paper bands to secure each bundle.

Number of students tested _____
(This should match the GIS.)

Bundle number _____ of _____

Number of Student Books or Answer Books under this Stack Cover Card

_____

Placement for Paper Bands

Principal Name _____

School name and number

_____ ( _____ )

District name and number

_____ ( _____ )

Placement for Paper Bands

O Kindergarten

O Grade 1

O Grade 2

O Grades 3-5

O Grades 6-8

O Grades 9-12

O NOT TO BE SCORED

Mc Graw Hill CTB McGraw-Hill

20350

## 1 Stacking and bundling used Student Books (K–5) or Answer Books (6–12) (TO BE SCORED)

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

**IMPORTANT: Do not mix grades when stacking Student Books (K–5) or Answer Books (6–12).**

✓ Stack Student Books (K–5) or Answer Books (6–12) by grade.

- For each stack ensure spines are facing in the same direction.

✓ One **Group Information Sheet (GIS)** is to be used for each grade. Place the **GIS** on top of the first bundle of the stack(s) for a given grade.

- It will take approximately 20 to 25 books to make a bundle.

## 2 Stack Cover Card

✓ Place a completed **Stack Cover Card** on top of **each** bundle of Student Books (K–5) or Answer Books (6–12). On the first bundle only, place the Stack Cover Card on top of the GIS.

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

Use one (1) Stack Cover Card for each bundle of Student Books (K–5) or Answer Books (6–12). Every bundle needs a new Stack Cover Card regardless of whether or not the bundle has a GIS. For example, if you have three (3) bundles of Student Books (K–5) or Answer Books (6–12) that are the same grade, you will need three (3) separate Stack Cover Cards.

✓ Verify that the correct information is written on the Stack Cover Card(s) (see Page 20 for sample). Make sure that each Stack Cover Card contains the following:

- Principal name—should match GIS
- School name and number
- District name and number
- Grade—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
- Number of Student Books (K–5) or Answer Books (6–12) under a stack card

# 3 Paper bands

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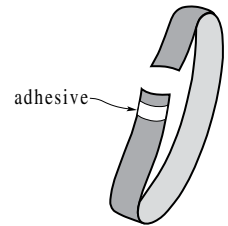
adhesive —

- When placing the first band around the books, start with the adhesive end on top of the bundle, sticky side up. Remove the waxed paper.

- Wrap the paper band **horizontally** around the bundle and firmly fasten the paper band. Be sure that the band securely holds the books.

- Next, wrap the second paper band around the bundle **vertically** with the adhesive end on top, sticky side up, and firmly fasten the paper band. Be sure that the band securely holds the books.

- If necessary, cut off any excess paper band length with scissors.

# 4 Packaging bundles

✓ Complete an SGL for each school as shown on Page 16 (if this has not already been filled out by the School Assessment Coordinator).

✓ Place all banded bundles in a green box with the SGL on top. Follow the instructions below when packaging bundles in boxes.

- Keep each grade together in the box(es).

- When placing a grade in a box, stack the bundles so that the top bundle is "1 of X" for that grade, the second bundle is "2 of X" for that grade, etc. Follow the same pattern for all bundles in that box.

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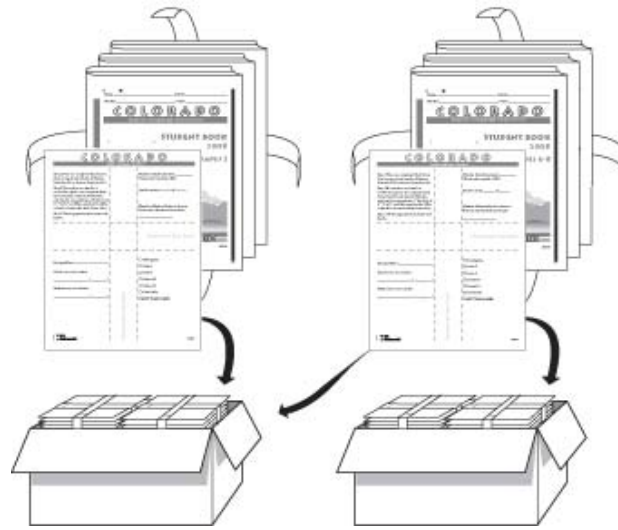


The following describes the correct way to package more than one grade in a box.

School A has 8 bundles of Grade 2 Student Books and 10 bundles of Grade 6 Answer Books. Place Bundles 1 through 8 of Grade 2 Student Books in order in the box (on the top), and Bundles 1 through 3 of the Grade 6 bundles in order (on the bottom). Bundle 1 of both Grades 2 and 6 will contain the GIS for that set of bundles. Then place Bundle 4 through 10 for Grade 6 in the next numbered box. This is the correct way to place more than one grade in a box.

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

| TOP OF STACK |
|---|
| Completed School/Group List |
| *Stack Cover Card*<br>Grade 2 *Group Information Sheet* |
| used *Student Books* for *n* groups of Grade **2** students tested;<br>each bundle requires a new<br>*Stack Cover Card* and is secured with two (2) paper bands |
| *Stack Cover Card*<br>Grade 3 *Group Information Sheet* |
| used *Student Books* for *n* groups of Grade **3** students tested;<br>each bundle requires a new<br>*Stack Cover Card* and is secured with two (2) paper bands |
| *Stack Cover Card*<br>Grade 4 *Group Information Sheet* |
| used *Student Books* for *n* groups of Grade **4** students tested;<br>each bundle requires a new<br>*Stack Cover Card* and is secured with two (2) paper bands |
| Repeat this stacking order for all other grades. |
| BOTTOM OF STACK |

The diagram below shows the order to follow for packaging the Student Books and Answer Books.
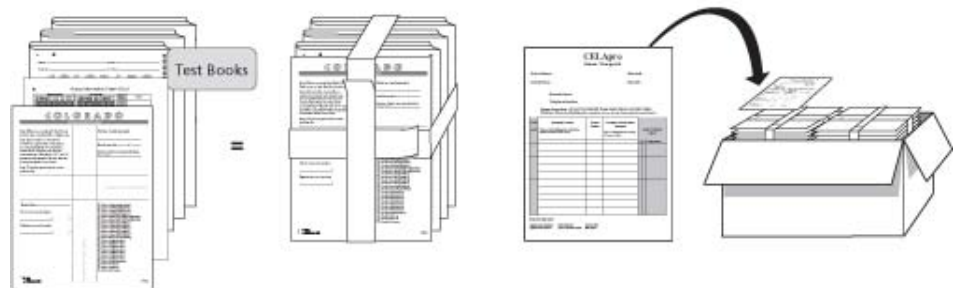


- Verify that all TO BE SCORED materials are properly packed to include the completed SGL, GIS, and Student Books or Answer Books.

- Verify that each bundle contains only one grade.

- Confirm that all TO BE SCORED materials from all the schools are accounted for.

---

## 5 Procedure for packaging NOT TO BE SCORED materials

It is only necessary to band Student Books and Student Answer books. All other materials do not require banding. Follow the same method for placing paper bands around the NOT TO BE SCORED materials as for the TO BE SCORED materials. Band unused NOT TO BE SCORED materials separately from used NOT TO BE SCORED materials.

# Step 9 Ship Test Materials

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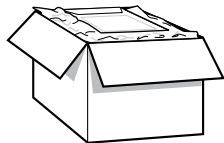
**1** Reuse the original green shipping boxes to return TO BE SCORED test materials to the CTB scoring center. If the green boxes have been discarded or more boxes are needed, contact the CELA Help Desk at 1-800-994-8557. The table on Page 24 illustrates the packing order for the return of TO BE SCORED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

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

**2** Attach shipping labels to boxes.



Your District Assessment Coordinator's Kit contains purple shipping labels to be used for returning your schools' boxes of used TO BE SCORED test books.

For each box of TO BE SCORED Student Books or Answer Books, fill out a purple shipping label with the school information and district information and affix the label to the outside of the box in the location specified on the box.

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

**New for 2008—Your Test Coordinator's Kit contains a yellow NOT TO BE SCORED label.**
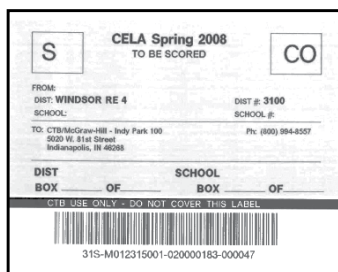
Affix the yellow NOT TO BE SCORED label to boxes containing unused Student Books or Answer Books, reusable Student Books, Braille Student Books, Examiners's Guides, Cue Picture Books, and CDs. Affix the label to the outside of the box in the location specified on the box.
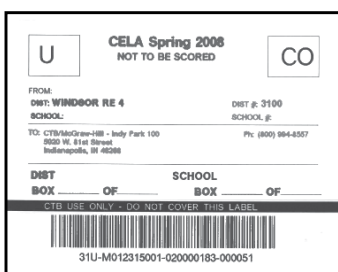
Seal the boxes securely.

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

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

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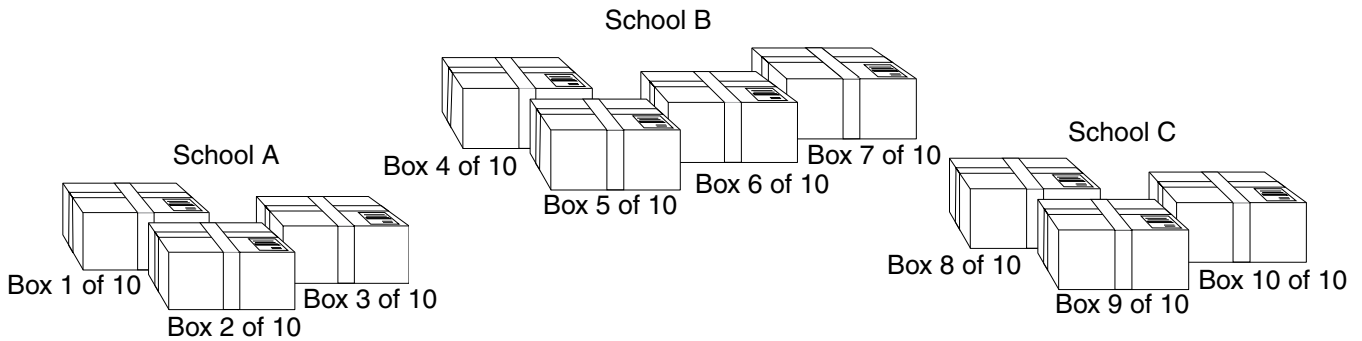
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**3** Mark the boxes.

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



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

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

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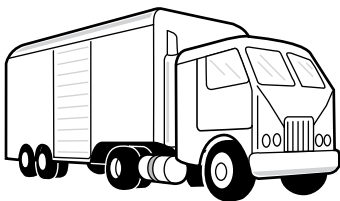




**Hold the box(es) for pickup by the CTB/McGraw-Hill shipping contractor.** If the boxes have to be stored before they are shipped, keep them in a safe, dry place. Wet or damp documents will wrinkle and curl and cannot be scored. Please keep materials secure.

20 Ryan Ranch Road
Monterey, California 93940-5703