COLORADO

English Language Acquisition

2010
School and District
Assessment Coordinators'
Manual

CELApro

2700945

CTB McGraw-Hill

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 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 CELApro 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 CELApro 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 CELApro, 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 *2009–2010 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. Unauthorized reproduction of test materials includes, but is not limited to, memorization, recitation, photocopying, photographing, scanning, encoding, text messaging, electronic or nonelectronic transfer of items, sign language, Morse code, or any other methodology of violating 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 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 receiving, distributing, collecting, and checking test materials, completing documents, and packing materials for shipment (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.** 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 celahelpdesk@ctb.com.

Contents

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Step **1** Review Your Test Materials

Instructions for the District Assessment Coordinator (DAC)

- The District Assessment Coordinator (DAC) will be responsible for the following:
  - ✓ 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 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 packaged correctly for shipping to CTB.
  - ✓ maintaining test security.
  - ✓ distributing Stack Cover Cards to schools for sending TO BE SCORED Student Books and Answer Books back to CTB.
  - ✓ distributing paper bands for bundling TO BE SCORED Student Books or Answer Books. The same bundling procedure may be used for NOT TO BE SCORED materials.

- Each District Assessment Coordinator's Kit includes the following materials:
  - ✓ packing list of materials.
  - ✓ district cover letter, with general directions and informational flyer.
  - ✓ short/add fax form.
  - ✓ one set of purple return shipping labels for all TO BE SCORED Student Books or Answer Books.
  - ✓ one set of yellow 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).

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- If shortages or incorrect shipments are discovered, promptly contact the CELApro Help Desk at 1-800-994-8557.

- Save the sturdy green boxes in which materials were shipped for returning test materials after administration. **Only the green boxes provided by CTB can be used for shipping the test materials.** For additional green boxes, please contact CTB at 1-800-994-8557.

- For 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 DAC.

  ✓ checking the shipment and confirming that all materials have been received in adequate quantities.

  ✓ 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 completed accurately (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 DAC according to the instructions from the DAC.

  ✓ 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 SAC after test administration. (Note: If additional School/Group Lists are needed, contact your DAC.)

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

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

- **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 can be used for shipping the test materials.** If you do not have enough green boxes, please contact your DAC.

- If you have any questions about the materials or the instructions 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

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 need to be changed.

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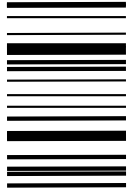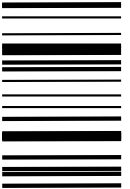
If there is no bar code label for a student, bubble all the biographical information on the student document and **leave the bar code area blank.** It is important that nothing be written in that area—no teacher name, no school name, etc.

If 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. 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
2010

GRADES 3-5

Place STUDENT LABEL Here

CELApro

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2700764

AFFIX

JOHN I LEVIN

SASID: 1234567890
SCHOOL: PIKES PEAK   1234
DISTRICT: COLO SPRGS   9876
GRADE: 03
BIRTHDATE: 12/07/99
GENDER: MALE
2010 BARCODE ID: 61237561

CELApro

DO NOT USE ON BOOK

CELApro

JOHN I LEVIN
PIKES PEAK   1234
COLO SPRGS   9876
GRADE: 03
SASID: 1234567890

61237561

CELApro

JOHN I LEVIN
PIKES PEAK   1234
COLO SPRGS   9876
GRADE: 03
SASID: 1234567890

61237561

Biographical label
(Do **not** affix)

Step

2

Distribute Test Materials

Instructions for the School Assessment Coordinator (SAC)

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. However, Student Books and Answer Books should be distributed to CELA Test Examiners **only** on the scheduled testing date.

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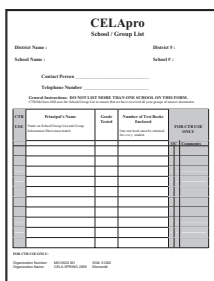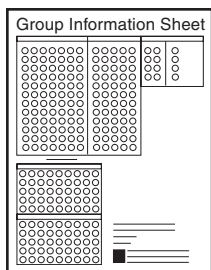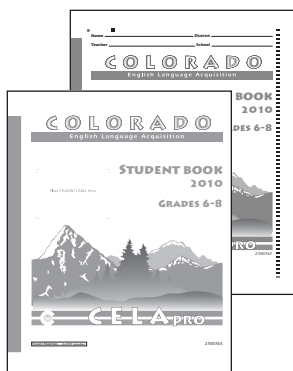
When you distribute these...	do this:
Test Books	Distribute Student Books or Answer Books in appropriate numbers to each Test Examiner.
Group Information Sheets (GISs)—scannable documents that are submitted with each set of answer documents to be scored and reported as a single group (one for each grade,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

Collect Materials

Immediately after testing is complete, collect the Student Books or Answer Books from each Test Examiner. Make sure that Student Books or Answer Books have been turned in for every student **required to take the CELApro,** including those who took an accommodated version of the assessment. **All secure materials provided must be turned in, including unused Student Books and Answer Books.**

Check the Student Data Grid

For all Student Books (K–5) or Answer Books (6–12), 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 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 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, 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.

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Data Field	Information
4 **ETHNICITY** (Fill in one bubble only.)	1 = American Indian/Alaska Native 2 = Asian/Pacific Islander 3 = Black (not of Hispanic origin) 4 = Hispanic 5 = White (not of Hispanic origin)
5 **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 State Student ID Number (SASID). Each digit of a student's number should correspond with a filled-in bubble beneath it.
6 **GENDER**	Female or Male
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 11 = Preschooler with disability 13 = Autism 14 = Traumatic brain injury
8 **HOME LANGUAGE**	Fill in the appropriate Home Language Code. The Home Language Codes can be found on the CDE website.
9 **LANGUAGE PROFICIENCY** (Fill in one bubble only.)	1 = NEP 2 = LEP
10 **ELL PROGRAM** (Fill in one bubble in each row, Bilingual and ESL.)	No = 0 Yes = 1 Choice = 5
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

Data Field	Information
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 speaking (SP), listening (LI), reading (RD), and writing (WR) accommodations. Fill in one bubble only in each column.)	0 = None 1 = Braille version 2 = Large-print version 5 = Scribe (for RD and WR only) 6 = Signing of presentation and/or response 7 = Assistive communication device for response A = Approved nonstandard accommodations
17 **TEST INVALIDATION** (Separate columns are provided for speaking (SP), listening (LI), reading (RD), and writing (WR) invalidation.) (Fill in one bubble only in each column.)	0 = Does not apply, as student completed all testing sessions 3 = Student did not test—student is eligible to take the CSAP Alternate Assessment (CSAPA) per detailed guidelines issued by CDE 4 = Student did not test because of parental refusal 5 = Student did not complete test because of absence, illness, sharing of answers, or other extenuating circumstances 6 = Student withdrew before test could be completed 8 = Student may have completed test, but used a nonapproved accommodation or modification 9 = Student may have completed test, but a misadministration of the test occurred B = Student is homebound due to illness or injury (not discipline) and is receiving instruction through district educational services

Data Field	Information
18 PROGRAM (Fill in all bubbles that apply.)	No Yes 0 1 IEP 0 1 504 0 1 Title I 0 1 Oct new to school 0 1 Migrant 0 1 Immigrant 0 1 District use—D (Homeless)
19 GT DESIGNATION (Fill in one bubble only.)	0 = No 1 = Language Arts 2 = Math 3 = Both 4 = Other

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 **1** / First / M.I.

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

3 GRADE — 9, 10, 11, 12

4 ETHNICITY (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)

5 STATE STUDENT ID NUMBER (required)

6 Female ○ Male ○

CELApro 2010
GRADES 9–12

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

7 PRIMARY DISABILITY (mark one)
- 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

8 HOME LANGUAGE (mark one)

9 LANGUAGE PROFICIENCY (mark one)
1. NEP
2. LEP

10 ELL PROGRAM (mark one in each row)
- No / Yes
- Choice: 3 Bilingual, 5 ESL

11 CONTINUOUSLY ENROLLED 1 YEAR
No / Yes — In School, In District

12 CONTINUOUSLY ENROLLED 3 YEARS
No / Yes — In Colorado

13 District use only-A
No / Yes

14 District use only-C

15 DATE MOST RECENTLY ENROLLED IN U.S. — Month / Day / Year
Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec

16 ACCOMMODATIONS (mark one for each) — SP LI ... RD WR
- 0 None
- 1 Braille version
- 2 Large-print version
- Scribe
- 6 Signing
- 7 Assistive comm. device
- A Appr. nonstandard accomm.

17 TEST INVALIDATION (mark one for each) — SP LI ... RD WR
- 0 Student tested all sessions
- 3 Eligible to take CSAP Alt. Assessment
- 4 Parental refusal
- 5 Test not completed
- 6 Withdrew before completion
- 8 Nonapproved accomm/modification
- 9 Misadministration
- B District ed. services

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

19 GT DESIGNATION (mark one)
- 0 No
- 1 Lang. Arts
- 2 Math
- 3 Both
- 4 Other

Secure Materials — do NOT reproduce

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Step 4   Check Test Books

Instructions for the School Assessment Coordinator (SAC)

Physical Condition

All used Student Books and Answer Books should be inspected for damage or other conditions that may interfere with the electronic scoring process. **Damaged Student Books or Answer Books cannot be machine-scanned, and the student will not receive a score.** 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.
• light marks • incomplete erasures • stray marks	Erase marks or make them heavier as needed.
• bent corners • folds in documents • creases in documents • paper damaged by erasures • ripped or torn sheets	Do **not** dispose of a damaged book. Refer to the CDE *Procedures Manual* for complete instructions on how to process damaged books. Copy all student responses in the damaged Student Book or Answer Book onto a clean, unused Student Book or Answer Book. Fill in all response bubbles completely with solid and dark marks. Use a standard, wooden, graphite-based No. 2 pencil. Use a soft eraser.
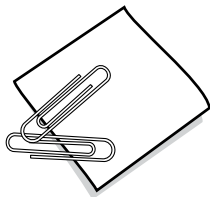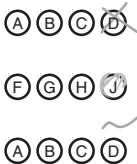
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Step 5 Complete and Check Group Information Sheets

Instructions for the School Assessment Coordinator (SAC)

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 answer documents. **One GIS is to be used for each grade.** While some information on the GIS will be precoded, other information must be entered manually by the Test Examiner. (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).

Group Information Sheet–CELA

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 each GIS has been checked for accuracy, follow the instructions provided by your DAC to prepare the materials for return. 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.

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Step **6** Complete the School/Group List

Instructions for the School Assessment Coordinator (SAC)

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 should be photocopied, and the copy must be 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: 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 CSAP School List at www.ctb.com/csap.

CELApro
School / Group List

1 District Name : PRECODED   **3** District # : PRECODED

2 School Name : 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 Name on School/Group List and Group Information Sheet must match	Grade Tested	Number of Test Books Enclosed One test book must be returned for *every* student	**6** FOR CTB USE ONLY	
				QC	Comments

FOR CTB USE ONLY:

Organization Number: M013099 001   SO #: 01309
Organization Name: CELA SPRING 2010   Element #:

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 SCHOOL NUMBER	The district and school numbers are precoded.
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 has questions concerning the materials returned for processing.
5 PRINCIPAL'S NAME GRADE TESTED NUMBER OF TEST BOOKS ENCLOSED	List each principal's name and the grade tested. This information should match the information entered on the corresponding Group Information Sheet(s). Write the number of Student Books or Answer Books enclosed for each grade. Be sure this number matches the count of students whose books are sent for processing. This number should also match the number on the corresponding Group Information Sheet(s). **A Student Book or Answer Book must be turned in for every student required to take the CELApro.**
6 FOR CTB USE ONLY	Do not write in this area.

# Step **7** Prepare Test Materials for Packaging

Instructions for the School Assessment Coordinator (SAC)

Before returning the 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 specific sorting or packaging instructions, be sure to follow those directions as well.

1
- ✓ Envelopes are not used for CELApro. The TO BE SCORED Student Books or Answer Books should be bundled and secured with paper bands.

- ✓ 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 20 of this manual for packaging the TO BE SCORED materials.

- ✓ 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 25 of this manual for packaging the NOT TO BE SCORED materials.

  IMPORTANT: Do not mix grades in the bundles returned to CTB.

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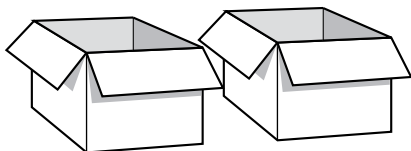
The green boxes in which test materials were delivered to you **must** be used for return shipping. Ensure that the original shipping labels and other markings have been removed or covered. However, if these boxes have been discarded or more boxes are needed, contact your District Assessment Coordinator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

3 Place the School/Group List in Box 1.
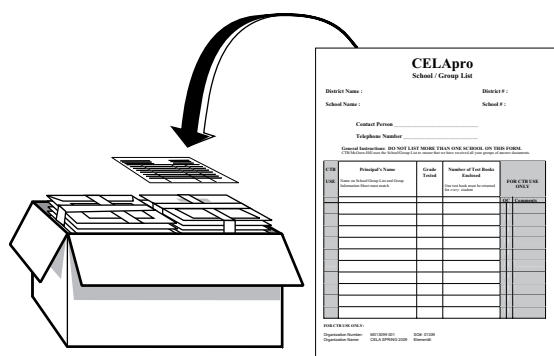
After the TO BE SCORED materials have been placed in the boxes, place the School/Group List on top of the test books in the box. If there are multiple boxes for a school, place the School/Group List on the top in Box 1 for that school. Place the Group Information Sheet (GIS) in the first bundle containing 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, Large Print, Examiner's Guides, Cue Picture Books, and CDs.

All NOT TO BE SCORED Student Books or Answer Books (used and unused) should be bundled separately with paper bands. The procedure for banding NOT TO BE SCORED Student Books or Answer Books is similar to that for TO BE SCORED materials (follow the directions provided by your DAC). It is not necessary to remove the shrink-wrap from unopened packages of Student Books or Answer Books. No banding is necessary for the other NOT TO BE SCORED materials. 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 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.

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Step 8 — Package Test Materials

Instructions for the District Assessment Coordinator (DAC)

Preparation of Materials for Return to CTB/McGraw-Hill

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

Place the books in stacks according to grade, and square the edges. The books will be bundled in small groups from the 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), whether or not the bundle also includes 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). Make sure that each Stack Cover Card contains the following:

- Principal name—should match GIS

- School name and number

- District name and number

- 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 this stack card

- Grade—fill in one bubble to match GIS

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

○ Kindergarten
○ Grade 1
○ Grade 2
○ Grade 3
○ Grade 4
○ Grade 5
○ Grade 6
○ Grade 7
○ Grade 8
○ Grade 9
○ Grade 10
○ Grade 11
○ Grade 12

○ **NOT TO BE SCORED**

If found, please send to:
CTB/McGraw-Hill
20 Ryan Ranch Road
Monterey, CA 93940
800-994-8557

CTB McGraw-Hill

2700819

Stack Cover Card

3 Paper bands

Paper band

✓ 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.
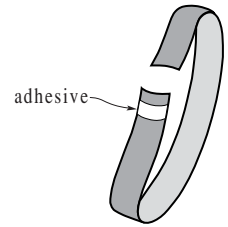
adhesive

- 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 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 the band securely holds the books.

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

4 Packaging bundles

✓ Complete a School/Group List (SGL) for each school as detailed on Pages 16 and 17 (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.
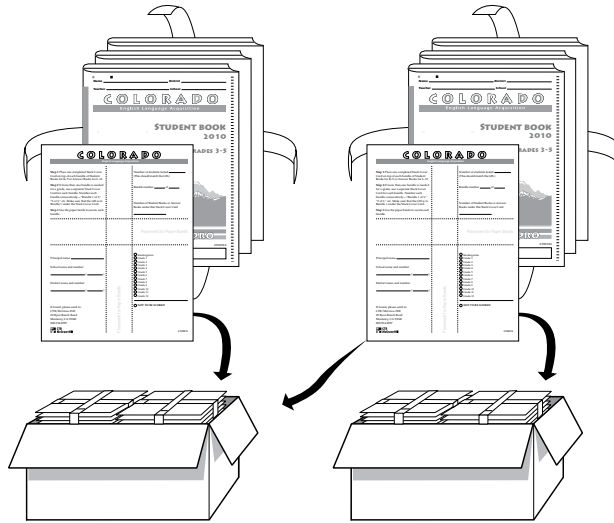

The following instruction illustrates the correct way to package more than one grade in a box:

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, in the box (on the bottom). Bundle 1 of both Grades 2 and 6 will contain the GIS for that set of bundles. Then place Bundles 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 Grade 2 *Group Information Sheet*
used *Student Books* for *n* groups of Grade **2** students tested; each bundle requires a new *Stack Cover Card* and is secured with two (2) paper bands
Stack Cover Card Grade 3 *Group Information Sheet*
used *Student Books* for *n* groups of Grade **3** students tested; each bundle requires a new *Stack Cover Card* and is secured with two (2) paper bands
Stack Cover Card Grade 4 *Group Information Sheet*
used *Student Books* for *n* groups of Grade **4** students tested; each bundle requires a new *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.

Books with Stack Cover Card and GIS   Banded together   SGL placed on top
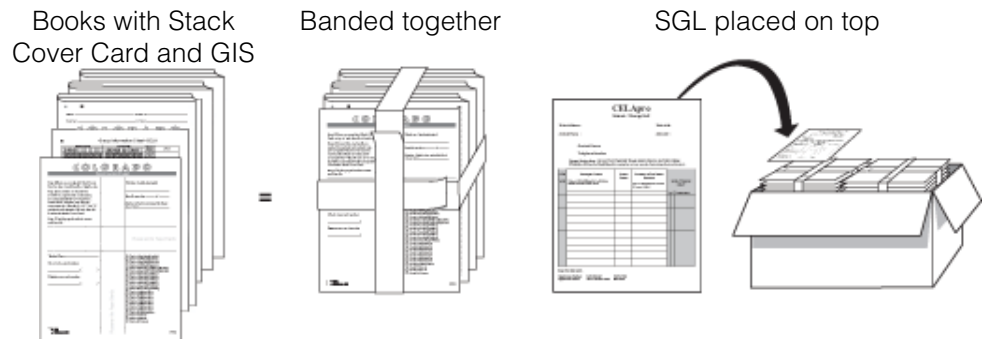
- Verify that all TO BE SCORED materials are properly packed to include the completed SGL, GIS, and Student Books or Answer Books.
- Verify that each bundle contains only one grade.
- Confirm that all TO BE SCORED materials from all the schools are accounted for.

## 5 Procedure for packaging NOT TO BE SCORED materials

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

For other test materials (other than Student Books and Answer Books): 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 (DAC)
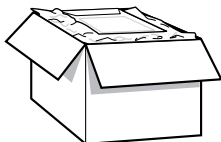
1 Reuse the original green shipping boxes to return TO BE SCORED test materials to the CTB scoring center. If the green boxes have been discarded or more boxes are needed, contact the CELA Help Desk at 1-800-994-8557. The table on Page 24 illustrates the packing order for the return of TO BE SCORED materials.

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.

| S | **CELA Spring 2010** TO BE SCORED | CO |

FROM:
DIST: **WINDSOR RE 4**   DIST # **3100**
SCHOOL: SCHOOL #:
TO: CTB/McGraw-Hill - Indy Park 100   Ph: (800) 994-8557
5020 W. 81st Street
Indianapolis, IN 48268
DIST   SCHOOL
BOX _____ OF _____   BOX _____ OF _____
CTB USE ONLY - DO NOT COVER THIS LABEL
31S-M013099001-020000183-000047

| U | **CELA Spring 2010** NOT TO BE SCORED | CO |

FROM:
DIST: **WINDSOR RE 4**   DIST # **3100**
SCHOOL: SCHOOL #:
TO: CTB/McGraw-Hill - Indy Park 100   Ph: (800) 994-8557
5020 W. 81st Street
Indianapolis, IN 48268
DIST   SCHOOL
BOX _____ OF _____   BOX _____ OF _____
CTB USE ONLY - DO NOT COVER THIS LABEL
31U-M013099001-020000183-000051

Your District Assessment Coordinator's Kit contains separate return shipping labels for TO BE SCORED and NOT TO BE SCORED materials.

TO BE SCORED (purple)—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. Affix the label on the end of each box in the location that is specified on the box.

Your District Assessment Coordinator's Kit also contains yellow NOT TO BE SCORED shipping labels.

NOT TO BE SCORED (yellow)—Affix the yellow NOT TO BE SCORED label to boxes containing used Student Books or Answer Books that are not to be scored, unused Student Books or Answer Books, reusable Student Books, Braille Student Books, Large Print, Examiners's Guides, Cue Picture Books, and CDs. Affix the label to the outside of the box in the location specified on the box.

Be sure to use only purple and yellow labels marked "CELA." Do not use any labels marked for other testing programs, such as "CSAP" or "CSAPA."

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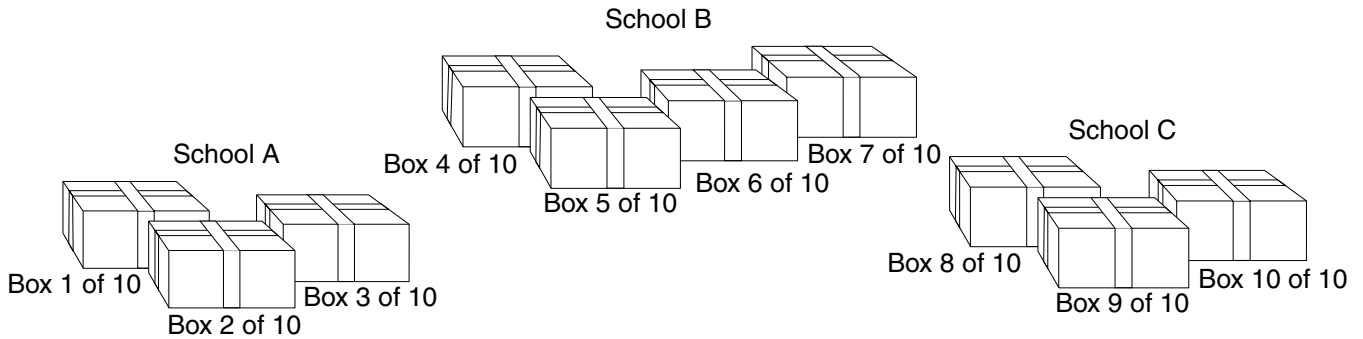
Important Reminder: None of the materials packed with a NOT TO BE SCORED label will be scored.

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.

School B

Box 4 of 10

Box 5 of 10

Box 6 of 10

Box 7 of 10

School A

Box 1 of 10

Box 2 of 10

Box 3 of 10

School C

Box 8 of 10

Box 9 of 10

Box 10 of 10

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 26.)

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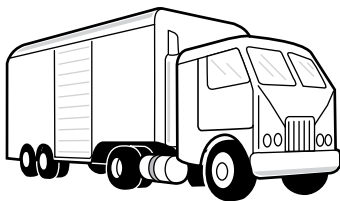
Hold the box(es) for pickup by the CTB/McGraw-Hill shipping contractor. If the boxes have to be stored before they are shipped, keep them in a safe, dry place. Wet or damp documents will wrinkle and curl and cannot be scored. Please keep materials secure.

20 Ryan Ranch Road
Monterey, California 93940-5703