



CST

2015

California Standards Tests

GRADE 5

DIRECTIONS FOR ADMINISTRATION

It is your primary responsibility to ensure the security and integrity of the tests being administered.*

Carefully reading and following the procedures described in this manual will help you to:

- prepare for each test administration and correctly administer the tests;
- maintain an appropriate testing environment for all students;
- ensure that student test scores are valid and accurate; and
- ensure that no testing irregularities or security breaches occur.

ATTENTION! Special attention must be given to ensuring that students do not access any unauthorized** electronic devices at any time during the entire testing session.

Important Information for Test Examiners and Proctors

- ☐ This single *Directions for Administration* booklet is to be used for administering only the required, state-funded test (CST for Science).
- ☐ The CST for Science is to be used with its own two-color, scannable answer document. This answer document contains only sections for the CST for Science and the CMA for Science.
- ☐ The CSTs for English–Language Arts and Mathematics are to be used with their own black-only, non-scannable answer document. That answer document contains sections for only these CSTs and CMAs; it cannot be used to administer the CST for Science. **Any non-scannable answer document submitted for scoring will NOT be scored.**
- ☐ Once local scoring of the students' responses to the LEA-paid tests has been completed, the materials for the CSTs for English–Language Arts and Mathematics should be securely destroyed by the testing coordinator.

*Title 5 regulations, section 859, requires that all test examiners and proctors read and sign the CAASPP Test Security Affidavit before administering any tests.

****For testing purposes, any electronic device that is not specifically listed as a designated support or an accommodation in the student's IEP or Section 504 plan is unauthorized.**



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CHECKLISTS

<p>TEST EXAMINER AND PROCTOR CHECKLIST</p> <p>Complete the following checklist to ensure that you have taken all necessary steps in preparation for administering the California Standard Tests (CSTs).</p>	✓
I have read, I understand, and I have signed a security affidavit and have given it to my testing coordinator.	
I have completed the School Testing Schedule (page iii) or received a printed schedule.	
I have read and I understand Testing Cautions (page 1).	
I have read and I understand Before the Test (page 6).	
I have read and I understand Day Before Testing (page 7).	
I have read and I understand During Testing (page 8).	
I have read and I understand After Testing Each Day (page 9).	
I have asked my testing coordinator any questions I had about information in this manual.	
I know the students that I am responsible for testing who have an individualized education program (IEP) and/or a Section 504 plan that specifies universal tools, designated supports, accommodations, and/or approved individualized aids to be used for testing. I will ensure that those students receive only the tools, supports, accommodations, and/or approved aids listed.	
I understand which testing variations (universal tools, designated supports) are allowable for students who regularly use them in the classroom and will ensure that those variations are provided to those students.	
I understand which testing variations (universal tools, designated supports) are allowable for English learners and will ensure that those variations are provided to those students.	
If my school will be testing English learners in a separate setting, I know who will be testing those students and where to send them for testing.	
I will ensure that only students enrolled in grade 5 will be given this test.	

<p style="text-align: center;">ANSWER DOCUMENT CHECKLIST</p> <p>Complete the following checklist to ensure that you have taken all necessary steps in preparation for administering the CSTs.</p>	√
<p>I will receive Pre-ID answer documents and know where to find students' names on them.</p> <p>a. Staff will hand-mark any needed student identification information per the testing coordinator's instruction. (See Appendix B.)</p> <p>b. Students will hand-mark any needed identification information on the day prior to testing per the testing coordinator's instruction. (See Appendix C.)</p>	N/A
	N/A
<p>I will affix Pre-ID labels to my students' answer documents.</p> <p>a. Staff will hand-mark any needed student identification information per the testing coordinator's instruction. (See Appendix B.)</p> <p>b. Students will hand-mark any needed identification information on the day prior to testing per the testing coordinator's instruction. (See Appendix C.)</p>	
<p>I will receive blank answer documents. Before testing begins,</p> <p>a. Staff will hand-mark answer documents. (See Appendix B.)</p> <p>b. Students will hand-mark student identification information on the day prior to testing; staff will hand-mark other needed identification information. (See Appendixes B and C.)</p>	

SCHOOL TESTING SCHEDULE

Complete the following table with the information provided by your testing coordinator if your coordinator does not give you a printed testing schedule.

Day and Date	Time	Test to Administer
Tuesday, April 7	9:00 – 10:25	CST for Science – Part 1
Wednesday, April 8	9:00 – 10:25	CST for Science – Part 2
Thursday, April 9	9:00 – 10:10	CST for ELA – Part 1




2015 Testing Schedule

Day and Date	Time	Test to Administer

Students who need more time to complete a test part are to be escorted to _____
 by _____.

**CALIFORNIA STANDARDS TESTS
DIRECTIONS FOR ADMINISTRATION
GRADE 5**

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TESTING CAUTIONS

Test Security

The contents of all tests, including test booklets and completed answer documents, are secure materials. Unauthorized copying, sharing, or use of any test booklet, test question, or answer document for any purpose or by any means compromises the integrity of the test and is a violation of copyright law.

Each person who has access to test materials, including California Standards Test (CST) materials, must sign a security affidavit before receiving any student test materials. If you have not signed a security affidavit, contact your testing coordinator immediately.

Do

- Post a sign so that it is clearly visible to all students that states that unauthorized electronic devices may not be used at any time during the testing session.
- Keep the tests secure at all times. This includes ensuring that students do not access unauthorized electronic devices at any time during testing.
- Limit access to the test and test materials to actual testing sessions.
- **Collect and account for all test materials BEFORE dismissing students.**
- Return all test materials to the designated testing coordinator **daily** upon completion of testing.
- Administer the tests in accordance with the directions for test administration in this manual.

Do Not

- Review any test questions, passages, or other test items independently or with students before, during, or after testing.
- Disclose, or allow to be disclosed, the contents of the tests to anyone through verbal, written, or any other means of communication (including via electronic media).
- Copy any part of the tests or test materials.
- Permit students to remove test materials from the testing room. This includes the removal of printed copies of test booklets, questions, and/or answer documents, as well as test question/booklet and answer document images transmitted via electronic devices of any kind.
- Develop scoring keys from current or past test questions (for all CSTs) or review or score any student responses for any purpose (for the CST for Science).

Testing Problems

Report any test administration errors and irregularities to your testing coordinator or principal/school administrator immediately.

Test administration errors include, but are not limited to:

- Failure to administer the tests according to the directions in this manual.
- Randomly distributing Pre-ID answer documents rather than distributing each answer document to the student listed on the bar code label.
- Not having students complete version information.

Testing irregularities that may affect your school's testing results and accountability measures include, but are not limited to:

- **Failure to maintain test security** (see Test Security section on the previous page).
- **Leaving instructional materials on the walls in the testing room.**
- **"Coaching" students** (anything that may indicate correct or incorrect answers).
- **Changing students' answers on answer documents.**
- **Allowing students to have additional unauthorized materials at any time during the entire testing session.**

Student Cheating

If the test examiner or proctor observes a student cheating (e.g., using unauthorized materials, copying, or helping another student), **he or she must stop the cheating; however, the student must be allowed to complete the remainder of the test.** After testing, the examiner must mark "C" in Section A2, Special Conditions, on the student's answer document and notify the testing coordinator.

DO NOT CALL THE CDE TO REPORT CHEATING.
--

TEST ADMINISTRATION TIMES

The CSTs are not timed. **Each test part, however, must be finished in a single sitting, with no breaks, on the designated test date unless the student has an individualized education program (IEP) or a Section 504 plan that allows for breaks during testing, or the student is eligible to take additional supervised breaks.** Estimated times are provided for planning testing schedules, but **students must be allowed as much time as needed to complete each part of the test.** The estimated test administration times in Table 1 below are the **minimum amount of time** that students should have for completing each test part.

Table 1. Estimated Test Administration Times

Subtest	Total No. of Items	Estimated Time*
California English–Language Arts Standards Test	81	Part 1: 85 minutes Part 2: 85 minutes
California Mathematics Standards Test	71	Part 1: 75 minutes Part 2: 75 minutes
California Science Standards Test	66	Part 1: 70 minutes Part 2: 70 minutes

*The times include 10 minutes to distribute materials, give directions, and collect materials.
Most students should be able to complete each test part in the time estimated in this table.

Schedules and Breaks

Each test part should be administered sequentially (e.g., Part 1, followed by Part 2, and so forth). Test parts should only be administered out of sequence to students who have missed a regular test administration day and when no other options are available for testing in the proper sequence.

You must follow the schedule your testing coordinator provided. The schedule may call for administering one or two test parts during a day. When any two test parts are administered on one day, students should have a break of at least 10 minutes between the two parts. During the break, test booklets are to remain closed and students are not to refer to them. Students may leave the room during the break **between the test parts** to get drinks and use the restroom or to go to nutrition/recess or lunch. The next test part must be administered immediately after the break. If the room is left unattended during the break:

- collect and secure the test materials in locked cabinets if the room cannot be locked;
or
- have students leave the test materials on their desks, and then lock the testing room.

Classes or groups of students may not take a break (e.g., recess, lunch, and so forth) during a test part. If individual students need to use the restroom during a test part, the student's materials should be collected and the student should be monitored until she/he returns to finish testing.

<p>Do not begin a test part unless there is enough time to complete it in one sitting (with the exceptions described below).</p>

Some students may have an IEP or a Section 504 plan that allows for breaks within a test part. Also, some students may be eligible to take additional supervised breaks during a test part. Your testing coordinator may ask you to provide this accommodation or variation for specific students. If you are testing students who you think will require more time than is shown, work with the testing coordinator to plan an appropriate schedule.

TEST MATERIALS

Test Examiner Materials

- California Standards Tests *Directions for Administration* (this manual).
- Grade 5 California Standards Test booklet for demonstration.
- Grade 5 answer document for demonstration.

NOTE: For the 2015 CST for Science, there is a single answer document to be used for both CST and CMA at Grades 5, 8, and 10.

School Provides

- “Unauthorized Electronic Devices May Not Be Used At Any Time During Testing Session” signs to be posted in clear view of students.
- “Testing—Do Not Disturb” signs for doors.

NOTE: If you are testing students who are being assessed using American Sign Language, overhead transparencies of the sample test questions from the student test booklets are available from your testing coordinator.

Student Materials

- Grade 5 California Standards Test booklet.
- Grade 5 answer document (blank or Pre-ID).

NOTE: For the 2015 CST for Science, there is a single answer document to be used for both CST and CMA at Grades 5, 8, and 10.

School Provides

- Scratch paper for the science test—scratch paper may be lined, unlined, or graph paper. **Used scratch paper is secure and must be returned to the testing coordinator.**
- Two No. 2 pencils with erasers (plus extras).

NOTE: Students may use highlighters in test booklets.

Students may use other materials during testing **ONLY** in cases in which the student has an IEP and/or a Section 504 plan that lists other materials as universal tools, designated supports, and/or accommodations, or the student is eligible to use other materials as an allowable test variation.

WHAT TO DO

Before the Test

- ☐ **Attend** the pre-test training session held by the testing coordinator.
- ☐ **Find out where** students who require extra time to finish the CSTs are to go and who will supervise the extended session. Enter this information on the School Testing Schedule (page iii) and on the first page of directions (page 32 for Science).
- ☐ **Review students' IEPs and Section 504 plans for appropriate designated supports, accommodations, and/or approved individualized aids.** Also, determine which students will use allowable test variations. Check with your testing coordinator to determine where these students will be tested.
- ☐ **Confirm** where to pick up and return materials each day of testing.
- ☐ **Plan a quiet activity** for each testing session for students who finish early. The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book after their testing materials have been collected. **Continue to actively supervise students even after they have finished testing in order to ensure test security and maintain an appropriate testing environment for students who are still testing.**
- ☐ **If your local educational agency (LEA) requested Pre-ID labels,** student name and other information will be printed on an adhesive bar code label. If your LEA ordered adhesive bar code labels, you will affix the labels in the bar code area (Section 2) on the front page of each answer document.

Your testing coordinator may instruct **you** to complete specific information on each student's answer document (e.g., information not included on the Pre-ID label). In this event, see Appendix B, "Completing the Student Identification Information on Answer Documents" (on page 44).

Alternatively, your testing coordinator may instruct you to have **students** mark specific identification information on their answer documents on the day prior to testing and instruct you to complete the remaining information. In this event, find the directions in Appendix C, "Directions for Completing Student Information" (on page 47), and tab the page for easy reference.

- ☐ **If your LEA did not order Pre-ID labels,** all student identification information must be hand-marked on each student's answer document. See Appendix B, "Completing the Student Identification Information on Answer Documents" (on page 44), and, if appropriate, Appendix C, "Directions for Completing Student Information" (on page 47).

NOTE: Regardless of whether your LEA did or did not order Pre-ID labels, students must always complete Section 1 on their answer documents.

- ☐ **If you have English learners who require directions to be translated** ("SAY" boxes labeled with "T" only), and translators are regularly used in the classroom, arrange for the translators to be present. They may translate "SAY" boxes only.

Day Before Testing

- ☐ **Inform** students that they may not use their cell phones or any other unauthorized electronic devices during the entire testing session.
- ☐ **Read** the *Directions for Administration* (this manual).
- ☐ **Flag** the page in this manual where you will begin on the first day of testing.
- ☐ **Flag** the page in this manual where you will begin each testing session.
- ☐ **Identify** the directions that may be translated, if testing English learners.
- ☐ **Identify** students who will not be tested because:
 - they have been exempted by a parent/guardian (exemption letters must be on file with the principal/school administrator or in the students' records), or
 - they will be taking the California Modified Assessment (CMA) for Science based on their IEPs, or
 - they will be taking the California Alternate Performance Assessment (CAPA).
- ☐ **Students who are not being tested may not be in the room where a test is being administered.** Find out where to send these students during testing and prepare appropriate assignments for them as needed.
- ☐ **Give** the testing coordinator the answer documents for students who will not be tested.
- ☐ **Make sure the physical conditions in the testing room are satisfactory.** Students should be seated so that there is enough space between them to minimize opportunities to look at each other's work. On testing days, post a "Testing—Do Not Disturb" sign on the door. **If you are testing more than 25 students in a classroom, it is recommended that a proctor help you supervise testing.**
- ☐ **Make sure that no instructional materials directly related to the content of the tests or testing strategies are visible to students.** Inappropriate materials include, but are not limited to, vocabulary or spelling lists, tables of mathematical facts or formulas, science reference tables (except for the science reference sheet provided in the CST test booklet), and lists of testing strategies. All such materials must be removed or covered during the testing session.
- ☐ **Verify** that all testing materials are assembled and ready. (See page 5.)

During Testing

- ☐ **Actively supervise students throughout** the testing session to make sure that they **are working on the correct test part, marking their answers in the correct section of their answer documents**, and following instructions. Make sure that students access only authorized materials needed for the test being administered. (See page 5.)
- ☐ **Only students who are testing and school staff** participating in test administration may be in the room where a test is being administered.
- ☐ **Encourage** students to do their best.
- ☐ **Make sure students clear their desks** of and stow away all books, backpacks, purses, cell phones, electronic devices of any kind, and other materials not needed for the test.
- ☐ **Distribute answer documents and test booklets only to students whose names are on them. On the first day of testing, distribute blank test booklets and answer documents to students with no Pre-ID test materials.**
- ☐ **Make sure** students have and use **only** No. 2 pencils.
- ☐ **Make sure** students complete Section 1 on their answer documents and print their first and last names on the front cover of their test booklets.
- ☐ **Make sure students mark the correct test booklet version number in the CST section inside their answer documents.**
- ☐ **Read all “SAY” boxes exactly as they are written**, using a natural tone and manner. If necessary, explain the directions, but do not give help on specific test questions.
- ☐ **“SAY” boxes marked with a “T” may be translated when testing English learners. Test questions, answer choices, and passages may not be translated.**

After Testing Each Day

- ☐ Count all test booklets and answer documents BEFORE allowing any student to leave the testing room.
- ☐ **Verify** that you have collected all answer documents, test booklets, pencils, scratch paper, and science reference sheets.
- ☐ Keep each student's answer document with his or her test booklet until you have verified that all students have:
 - printed their first and last names on their test booklets.
 - marked the correct test booklet version number in the "CST version number for Science" box inside their answer documents.
 - marked their answers in the CST section inside their answer documents.
- ☐ If a student took the CMA for Science, make sure that the circle in Section 7 on the front of the student's answer document is correctly marked. (See Appendix B of this manual.)
- ☐ Before returning materials to the testing coordinator, mark any applicable circle(s) in Sections A2, A3, and A4 in the CST Sci column on the back page of students' answer documents. See **Universal Tools, Designated Supports, and/or Accommodations for Students with IEPs or Section 504 Plans and Allowable Variations for English Learners: Key Sections** (Appendix A) and **Guide to Answer Document Sections A2, A3, and A4** (on the inside back cover of this manual). Confirm with your testing coordinator that you have marked all applicable circles.
- ☐ California Standards Test booklets are **secure** materials. **Return** all test booklets (including your demonstration booklet), answer documents, and scratch paper to your testing coordinator each day **immediately** after testing has been completed.

FIRST DAY OF TESTING

Important

Desks should be cleared of all unauthorized electronic devices.

Unauthorized copying, sharing, or use of any test booklet, test question, or answer document for any purpose or by any means compromises the integrity of the test and is a violation of copyright law.

- ☐ Materials required for each student:
 - Two No. 2 pencils with erasers (plus extras).
 - Grade 5 answer document.

NOTE: For the 2015 CST for Science, there is a single answer document to be used for both CST and CMA at Grades 5, 8, and 10.

- Grade 5 test booklet.
- A piece of scratch paper (for the CST for Science).

Other materials may be used during this test ONLY if specified in the student's IEP and/or Section 504 plan, or the student is eligible to use additional materials as an allowable test variation. (See Appendix A.)

- ☐ Each part of the test must be administered in a single sitting, **with no breaks**, unless the student has an IEP or a Section 504 plan that allows for breaks during testing, or the student is eligible to take additional supervised breaks.
- ☐ **Ensure that students who have universal tools, designated supports, accommodations, and/or approved individualized aids** specified in their IEPs and/or Section 504 plans receive the appropriate tools, supports, accommodations, and/or approved aids. Also ensure that students who are eligible for test variations receive the appropriate variations.
- ☐ **Check each answer document for the student's name.** Be sure that each student receives the answer document with his or her name on it. **It is essential that no student use an answer document that is identified with the name of another student.**
- ☐ **Read** directions in “**SAY**” boxes **exactly as they are printed**.
- ☐ Only directions in “**SAY**” boxes marked “**T**” may be translated when testing English learners. **Test questions, answer choices, and passages may not be translated.**
- ☐ Make certain you have a copy of the answer document and test booklet for demonstration purposes.
- ☐ If the students did not complete identification information on their answer documents prior to testing, print the names of the test examiner, school, and district on the board. The test examiner name is the name of the person administering the test.

Before beginning, determine where you will start:

- If your class completed student identification information on the answer documents prior to testing, go to the top of page 11 and begin reading directions there.
- If your class did NOT complete student identification information on the answer documents prior to testing, go to the top of page 12 and begin reading directions there.

**IF YOUR CLASS COMPLETED STUDENT IDENTIFICATION INFORMATION
ON THE ANSWER DOCUMENTS PRIOR TO TESTING:**

SAY Please turn off any cell phones or electronic devices you might have.
T

Pause.

SAY Now clear your desks and stow away all books, backpacks, purses, cell phones, electronic devices, and other materials not needed for the test. You may have only testing materials on your desk while you are taking the test.

Please remember, you may not use cell phones or any other unauthorized electronic devices during this entire testing session while any students are still testing.
T

Make sure that students clear their desks of and stow away all materials not needed for the test.

Give each student two No. 2 pencils with erasers. When you are ready to begin,

SAY I am going to give you your answer document now. Do not open it or write anything on it until I tell you what to do.
T

Give each student the answer document **with his or her name on it**. (If you do not have an answer document with a student's name in Section 1, give the student a blank answer document.)

SAY On the front page of your answer document, look at the information written in Section 1. Make sure that your first and last names are written in the box or that the box is blank. If someone else's name is written there, please raise your hand.
T

Use the demonstration answer document to show students where to look. Check the answer documents for students who raised their hands. Each student must have the answer document **with his or her name on it**.

If you are able to locate the correct answer document for all students, go to the section **Name on Front Cover of Grade 5 Test Booklets** and continue reading all instructions.

Do the following ONLY if you must give a student a blank answer document:

- Go to the section **Student Name** on the following page.
- Read the sections **Student Name** and **Test Examiner, School, and District** only for the student(s) with a blank answer document.

Note: All student identification information will need to be hand-marked on the answer document(s) after testing is completed.

- Continue reading instructions from **Name on Front Cover of Grade 5 Test Booklets** to ALL students.

IF YOUR CLASS DID NOT COMPLETE STUDENT IDENTIFICATION INFORMATION ON THE ANSWER DOCUMENTS PRIOR TO TESTING, READ ALL OF THE FOLLOWING INSTRUCTIONS:

SAY Please turn off any cell phones or electronic devices you might have.
T

Pause.

SAY Now clear your desks and stow away all books, backpacks, purses, cell phones, electronic devices, and other materials not needed for the test. You may have only testing materials on your desk while you are taking the test.
T Please remember, you may not use cell phones or any other unauthorized electronic devices during this entire testing session while any students are still testing.

Make sure that students clear their desks of and stow away all materials not needed for the test.

Give each student two No. 2 pencils with erasers. When you are ready to begin,

SAY I am going to give you your answer document now. Do not open it or write
T anything on it until I tell you what to do.

Give each student the answer document **with his or her name on it**. (If you do not have a Pre-ID answer document for a student, give the student a blank answer document. If you must give a student a blank answer document, all student identification information must be hand-marked on that answer document after testing is completed.)

SAY On the front page of your answer document, look at the information printed in Section 2 on the upper left side. Make sure that your first and last names are printed in that section or that the section is blank. If someone else's name is printed there, please raise your hand.
T

Use the demonstration answer document to show students where to look. Check the answer documents for students who raised their hands. Each student must have the answer document **with his or her name on it**.

(If a student has an incorrect answer document, find the correct one for the student or give the student a blank answer document.)

Student Name

SAY Find Section 1 at the top, where it says "Student Name." In that box, print
T your first and last names.

Give help as needed.

Test Examiner, School, and District

SAY In the box that says “Test Examiner,” print my name. In the box that says “School,” print the name of our school. In the box that says “District,” print the name of our school district.
T

Refer students to the board, where you have printed your name, the school name, and the district name. While students are marking the information, walk around the room to see that they are following instructions. Give help as needed.

Name on Front Cover of Grade 5 Test Booklets

The set of test booklets provided to your classroom may contain multiple versions. Do not reorder or sort the different versions before you hand out the test booklets to students. It is essential that each student receive the same test booklet each day of testing.

SAY I am going to give you your test booklet now. Do not open your test booklet or write anything on it until I tell you what to do.
T

Distribute test booklets to students.

SAY Print your first and last names on the line at the top of the front cover of the test booklet.
T

Pause while students print their names on their test booklets.

CST Version Number

SAY Open your answer document.
Now look at the front cover of your test booklet. In the top right-hand corner, you will see the word “Version” followed by a two-digit number.
On the left-hand page of your answer document, find the box labeled “CST version number for Science” at the top of the page. In that box, mark the circle for the version number that is on your test booklet.
T

Pause while students mark the version number circle. Give help as needed. **It is very important that the version number on the test booklet be marked accurately in the answer document. Circulate through the classroom to make sure students printed their first and last names on their test booklets and are marking the version number correctly.**

Turn to the Directions for Administration for the CST for Science. Starting with the unshaded “**SAY**” box that has the ★ symbol, read the directions to ALL students.



CALIFORNIA ENGLISH–LANGUAGE ARTS STANDARDS TEST DIRECTIONS FOR ADMINISTRATION

Important

Desks should be cleared of all unauthorized electronic devices.

Unauthorized copying, sharing, or use of any test booklet, test question, or answer document for any purpose or by any means compromises the integrity of the test and is a violation of copyright law.

- ☐ This test is **untimed**.
Students needing more time are to be escorted to _____.

- ☐ Materials required for each student:
- Two No. 2 pencils with erasers (plus extras).
 - Grade 5 answer document.
 - Grade 5 test booklet.

Other materials may be used during this test ONLY if specified in the student's IEP and/or Section 504 plan, or the student is eligible to use additional materials as an allowable test variation. (See Appendix A.)

- ☐ Each part of the test must be administered in a single sitting, **with no breaks**, unless the student has an IEP or a Section 504 plan that allows for breaks during testing, or the student is an English learner who is eligible to take additional supervised breaks as an allowable test variation.
- ☐ **Ensure that students who have accommodations and/or modifications** specified in their IEPs and/or Section 504 plans receive the appropriate accommodations and/or modifications. Also ensure that students who are eligible for test variations receive the appropriate variations.
- ☐ **Read** directions in “**SAY**” boxes **exactly as they are printed**.
- ☐ Test questions, answer choices, and passages may be read to students **ONLY** in cases in which the student has an IEP or a Section 504 plan that specifies this modification.
- ☐ Only directions in “**SAY**” boxes marked “**T**” may be translated when testing English learners. **Test questions, answer choices, and passages may not be translated.**
- ☐ Make certain you have a copy of the grade 5 test booklet and answer document for demonstration purposes.

SAY Please turn off any cell phones or electronic devices you might have.
T

Pause.

SAY Now clear your desks and stow away all books, backpacks, purses, cell phones, electronic devices, and other materials not needed for the test. You may have only testing materials on your desk while you are taking the test.

T Please remember, you may not use cell phones or any other unauthorized electronic devices during this entire testing session while any students are still testing.

Make sure that students clear their desks of and stow away all materials not needed for the test.

Before distributing test booklets and answer documents, read the shaded boxes. If students already have their own test booklets and answer documents, skip to the unshaded “**SAY**” box that has the ★ symbol.

SAY I am going to give each of you your test booklet and answer document. Do not open the test booklet or answer document or write anything on them until I tell you what to do.

T

Give each student two No. 2 pencils with erasers and the grade 5 test booklet and answer document **with his or her name on them**. Students should already have filled in the student-identification information on their answer documents.

SAY Look at the front cover of your test booklet. Be sure your first and last names are written on the line at the top of the front cover. If your name is not written on the front cover, please raise your hand.

T

Use the demonstration booklet to show students where to look. Check the test booklets for students who raised their hands. Each student must have the test booklet with his or her name on it.

SAY Now look at the front page of your answer document. Find Section 1 at the top of the page. If your first and last names are not there, please raise your hand.

T

Use the demonstration answer document to show students where to look. Check the answer documents for students who raised their hands. Each student must have the answer document with his or her name on it.

SAY Today you are going to take a test that will show how much you have learned. Some of the questions will be easy, and some will be harder. Don't worry about the ones that seem hard—do the best you can and try to answer all the questions.

★

T Open your answer document.

If students have already marked the circle for their test booklet version number, go to the second SAY box on this page and continue reading the directions.

If students have NOT marked the circle for their test booklet version number, read the directions in the following SAY box.

SAY Now look at the front cover of your test booklet. In the top right-hand corner, you will see the word “Version” followed by a two-digit number.

T On the left-hand page of your answer document, find the box labeled “CST version number for ELA, Mathematics” at the top of the page. In that box, mark the circle for the two-digit version number that is on your test booklet.

Pause while students mark the version number circle. Give help as needed. **It is very important that the version number on the test booklet be marked accurately in the answer document.**

When students have finished,

SAY Look at the left-hand page of your answer document. Find the section called “CST for English–Language Arts,” where you see the picture of a piece of paper and a pen in a circle.

T

Hold up an answer document with the CST for English–Language Arts section facing students. **Check that all students are in the correct place in their answer documents.**

SAY Now open your test booklet to Part 1 of the CST for English–Language Arts on page 1. Find the picture of a piece of paper and a pen in a circle at the top of the page.

T

Use the demonstration booklet to show students the picture. Walk around the room to make sure everyone is on the correct page. Booklets and answer documents should be opened flat, not folded back.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. *“Directions: Read each passage. Then read each question about the passage. Decide which is the best answer to the question. Mark the space for the answer you have chosen.”*

T

Sample Questions (Page 1)

SAY Read the passage called “Colonial Candle Makers” silently.

T

Pause about two minutes while students read the sample passage.

SAY Now look at sample question A. Read it to yourself as I read it aloud.
T

If you are translating these directions for students, be sure to read the sample question and the answer choices in English only. The next SAY box should not be translated.

SAY “Read the sentence. Candle making must have been difficult work. An antonym for difficult is (A) modern, (B) easy, (C) large, (D) warm.”

SAY Which is the correct answer?
T

Pause for replies.

SAY Yes, that’s right. The correct answer is “(B) easy.” Mark the circle for choice B in the shaded sample box in the CST for English–Language Arts section in your answer document. Are there any questions?
T

Answer all questions.

SAY Now look at sample question B. Read it to yourself. Mark the circle for your answer in the shaded sample box in your answer document.
T

Pause while students mark their answers.

SAY Which is the correct answer?
T

Pause for replies.

SAY That’s right. The correct answer is “(H) how candles were made.” If you did not mark the circle for “(H) how candles were made,” mark that circle now. Erase any other answer circle you marked. Are there any questions?
T

Answer all questions.

Part 1

SAY Turn to page 2 in your test booklet. You will now read the rest of the passages and answer questions 1 through 42 by yourself. After you finish this page, keep working until you finish number 42 and see a stop sign. Do not go on to any other pages after the stop sign. You may use your pencil to underline or make notes in the test booklet. Are there any questions?

T

Answer the students' questions.

SAY If you're not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you finish Part 1 early, you may check your work in this part only. After you have checked your work, close your test booklet and answer document. You may do a quiet activity until the end of this test session. Please remember, you may not use cell phones or any other unauthorized electronic devices during this entire testing session while any students are still testing.

T Are there any questions?

Answer all questions. Repeat instructions if necessary.

SAY Be sure to begin at number 1 in your answer document in the CST for English–Language Arts section, where you see the picture of a piece of paper and a pen in a circle. You may start working now.

T

While the students are working, walk around the room to make sure that they are following directions and are working in the correct part of their test booklets. **Make sure that students are marking their answers in the correct section of their answer documents.** Do not give help on specific test questions. If students ask for help reading a word, **encourage them to sound it out, but do not read words for them.**

REMINDER: ACTIVELY SUPERVISING STUDENTS THROUGHOUT THIS TESTING SESSION WILL HELP TO ENSURE ACCURATE AND VALID TEST AND ACCOUNTABILITY SCORES. THIS INCLUDES ENSURING THAT STUDENTS DO NOT ACCESS ANY UNAUTHORIZED ELECTRONIC DEVICES WHILE OTHER STUDENTS ARE STILL TESTING.

After all students have closed their test booklets or after approximately 75 minutes have passed,

SAY Has everyone finished Part 1 of the test? If you have not finished Part 1, you will be given additional time.

Make sure that you have marked all your answers clearly in your answer document and have completely erased any marks you do not want. Then close your test booklet so the front cover is on top. Close your answer document and put it on top of your test booklet.

T

This is the end of Part 1 of the California English–Language Arts Standards Test. Students who have not finished Part 1 must be allowed to do so. Have LEA staff escort the students who need more time to finish to the quiet room set up by the testing coordinator.

If you are giving Part 2 after a break,

<p>SAY We will take a break now. T</p>
--

Be sure to secure the testing materials if you leave the room during the break. (See the bulleted text on page 3 of this manual.) Begin Part 2 immediately after the break.

If you are giving Part 2 on another testing day,

After the students who have not finished Part 1 have left the room, collect the test booklets with the answer documents together. Then collect the pencils. Before dismissing the remaining students, count and compare the sets of test booklets and answer documents to ensure that all have been turned in and that you have both a test booklet and an answer document for each student. **DO NOT** separate test booklets and answer documents.

Note the students for whom special conditions, accommodations, modifications, and/or English-learner variations applied. Record the appropriate information on each student's answer document in Sections A2, A3, and/or A4 after CST for English–Language Arts testing is completed.

Return all test materials to your testing coordinator.

Part 2

SAY Please turn off any cell phones or electronic devices you might have.
T

Pause.

SAY Now clear your desks and stow away all books, backpacks, purses, cell phones, electronic devices, and other materials not needed for the test. You may have only testing materials on your desk while you are taking the test.
T Please remember, you may not use cell phones or any other unauthorized electronic devices during this entire testing session while any students are still testing.

Make sure that students clear their desks of and stow away all materials not needed for the test.

Before distributing test booklets and answer documents, read the shaded boxes. If students already have their own test booklets and answer documents, skip to the unshaded “**SAY**” box that has the ★ symbol.

SAY I am going to give each of you your test booklet and answer document. Do not open the test booklet or answer document or write anything on them until
T I tell you what to do.

Give each student two No. 2 pencils with erasers and the grade 5 test booklet and answer document with his or her name on them.

SAY Look at the front cover of your test booklet. Be sure your first and last names are written on the line at the top of the front cover. If your name is not written
T there, please raise your hand.

Use the demonstration booklet to show students where to look. Check the test booklets for students who raised their hands. Each student must have the test booklet with his or her name on it.

SAY Now look at the front page of your answer document. Find Section 1 at the top of the page. If your first and last names are not there, please raise
T your hand.

Use the demonstration answer document to show students where to look. Check the answer documents for students who raised their hands. Each student must have the answer document with his or her name on it.

SAY We will now continue with Part 2 of the California English–Language Arts Standards Test. Remember that some of the questions will be easy, and some will be harder. Don’t worry about the ones that seem hard—just do the best you can.

T Now open your test booklet to page 1 and review sample questions A and B.

Pause while students review the sample questions.

SAY Turn to Part 2 on page 24 in your test booklet, where you see the picture of a piece of paper and a pen in a circle at the top of the page.

★
T

Pause while students find the page. Check that all students are in the correct place in their test booklets.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. *“Directions: Read each passage. Then read each question about the passage. Decide which is the best answer to the question. Mark the space for the answer you have chosen.”*

T Are there any questions?

Answer all questions.

SAY Now open your answer document and look at the left-hand page. Find the section called “CST for English–Language Arts,” where you see the picture of a piece of paper and a pen in a circle.

T

Hold up an answer document with the CST for English–Language Arts section facing students. **Check that all students are in the correct place in their answer documents.**

SAY You will now read the passages and answer questions 43 through 81. Keep working until you finish number 81 and see a stop sign. Do not go to any other parts of the test booklet. You may use your pencil to underline information or make notes in the test booklet.

If you finish early, you may check your work in this part only. After you have checked your work, close your test booklet and answer document. You may do a quiet activity until the end of this test session. Please remember, you may not use cell phones or any other unauthorized electronic devices during this entire testing session while any students are still testing.

T Are there any questions?

Answer all questions. Repeat instructions if necessary.

Note: Students may check their work after completing this part, but they may not check the work they finished in previous parts of the test.

SAY Be sure to begin at number 43 in your answer document in the CST for English–Language Arts section, where you see the picture of a piece of paper and a pen in a circle. You may start working now.

T

While the students are working, walk around the room to make sure that they are following directions and are working in the correct part of their test booklets. **Make sure that students are marking their answers in the correct section of their answer documents.** Do not give help on specific test questions. If students ask for help reading a word, **encourage them to sound it out, but do not read words for them.**

REMINDER: ACTIVELY SUPERVISING STUDENTS THROUGHOUT THIS TESTING SESSION WILL HELP TO ENSURE ACCURATE AND VALID TEST AND ACCOUNTABILITY SCORES. THIS INCLUDES ENSURING THAT STUDENTS DO NOT ACCESS ANY UNAUTHORIZED ELECTRONIC DEVICES WHILE OTHER STUDENTS ARE STILL TESTING.

After all students have closed their test booklets or after approximately 75 minutes have passed,

SAY Has everyone finished Part 2 of the test? If you have not finished the test, you will be given additional time.

Make sure that you have marked all your answers clearly in your answer document and have completely erased any marks you do not want. Then close your test booklet so the front cover is on top. Close your answer document and put it on top of your test booklet.

T

This is the end of the California English–Language Arts Standards Test. Students who have not finished must be allowed to do so. Have LEA staff escort the students who need more time to finish to the quiet room set up by the testing coordinator.

After the students who have not finished Part 2 have left the room, collect the test booklets with the answer documents together. Then collect the pencils. Before dismissing the remaining students, count and compare the sets of test booklets and answer documents to ensure that all have been turned in and that you have both a test booklet and an answer document for each student. **DO NOT** separate test booklets and answer documents until testing is completed and the answer documents have been checked to **verify that the correct test booklet version number is marked inside each answer document.**

Before returning materials to the testing coordinator, mark any applicable circle(s) in Sections A2, A3, and A4 in the CST ELA column on the back cover of students' answer documents. See **Accommodations and Modifications for Students with IEPs or Section 504 Plans and Allowable Variations for English Learners: Key Sections** (Appendix A) and **Guide to Answer Document Sections A2, A3, and A4** (on the inside back cover of this manual). Confirm with your testing coordinator that you have marked all applicable circles.

Return all test materials to your testing coordinator.



CALIFORNIA MATHEMATICS STANDARDS TEST DIRECTIONS FOR ADMINISTRATION



Desks should be cleared of all unauthorized electronic devices.

Unauthorized copying, sharing, or use of any test booklet, test question, or answer document for any purpose or by any means compromises the integrity of the test and is a violation of copyright law.

- ☐ This test is **untimed**.

Students needing more time are to be escorted to _____.

- ☐ Materials required for each student:

- Two No. 2 pencils with erasers (plus extras).
- Grade 5 answer document.
- Grade 5 test booklet.
- Scratch paper—scratch paper may be lined, unlined, or graph paper. **Used scratch paper is secure and must be returned to the testing coordinator.**

Other materials may be used during this test ONLY if specified in the student's IEP and/or Section 504 plan, or the student is eligible to use additional materials as an allowable test variation. (See Appendix A.)

- ☐ Each part of the test must be administered in a single sitting, **with no breaks**, unless the student has an IEP or a Section 504 plan that allows for breaks during testing, or the student is an English learner who is eligible to take additional supervised breaks as an allowable test variation.
- ☐ **Ensure that students who have accommodations and/or modifications** specified in their IEPs and/or Section 504 plans receive the appropriate accommodations and/or modifications. Also ensure that students who are eligible for test variations receive the appropriate variations.
- ☐ **Read** directions in “**SAY**” boxes **exactly as they are printed**.
- ☐ Test questions and answer choices may be read to students **ONLY** in cases in which the student has an IEP or a Section 504 plan that specifies this accommodation.
- ☐ Only directions in “**SAY**” boxes marked “**T**” may be translated when testing English learners. **Test questions and answer choices may not be translated.**
- ☐ Make certain you have a copy of the grade 5 test booklet and answer document for demonstration purposes.

SAY Please turn off any cell phones or electronic devices you might have.
T

Pause.

SAY Now clear your desks and stow away all books, backpacks, purses, cell phones, electronic devices, and other materials not needed for the test. You may have only testing materials on your desk while you are taking the test.

T Please remember, you may not use cell phones or any other unauthorized electronic devices during this entire testing session while any students are still testing.

Make sure that students clear their desks of and stow away all materials not needed for the test.

Before distributing test booklets and answer documents, read the shaded boxes. If students already have their own test booklets and answer documents, skip to the unshaded “**SAY**” box that has the ★ symbol.

SAY I am going to give you your test booklet and answer document. Do not open the test booklet or answer document or write anything on them until I tell you what to do.

T

Give each student two No. 2 pencils with erasers and the grade 5 test booklet and answer document **with his or her name on them**. Students should already have filled in the student-identification information on their answer documents.

SAY Look at the front cover of your test booklet. Be sure your first and last names are written on the line at the top of the front cover. If your name is not written on the front cover, please raise your hand.

T

Use the demonstration booklet to show students where to look. Check the test booklets for students who raised their hands. Each student must have the test booklet with his or her name on it.

SAY Now look at the front of your answer document. Find Section 1 at the top of the page. If your first and last names are not there, please raise your hand.

T

Use the demonstration answer document to show students where to look. Check the answer documents for students who raised their hands. Each student must have the answer document with his or her name on it.

SAY Today you are going to take a test that will show how much you have learned. Some of the questions will be easy, and some will be harder. Don't worry about the ones that seem hard—do the best you can and try to answer all the questions.

★

T I am going to give you a piece of scratch paper. If you need space to work the problems, use the blank areas in your test booklet or the scratch paper.

Distribute the scratch paper.

SAY Open your answer document.
T

If students have already marked the circle for their test booklet version number, go to the third SAY box on this page and continue reading the directions.

If students have NOT marked the circle for their test booklet version number, read the directions in the following SAY box.

SAY Now look at the front cover of your test booklet. In the top right-hand corner, you will see the word “Version” followed by a two-digit number.
T On the left-hand page of your answer document, find the box labeled “CST version number for ELA, Mathematics” at the top of the page. In that box, mark the circle for the two-digit version number that is on your test booklet.

Pause while students mark the version number circle. Give help as needed. **It is very important that the version number on the test booklet be marked accurately in the answer document.**

When students have finished,

SAY Look at the left-hand page of your answer document. Find the section called “CST for Mathematics,” where you see the picture that has the numbers 1, 2, and 3 in a circle.
T

Hold up an answer document with the CST for Mathematics section facing students. **Check that all students are in the correct place in their answer documents.**

SAY Now open your test booklet to Part 1 of the CST for Mathematics on page 40. Find the picture that has the numbers 1, 2, and 3 in a circle at the top of the page.
T

Use the demonstration booklet to show students the picture. Walk around the room to make sure everyone is on the correct page. Booklets and answer documents should be opened flat, not folded back.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. *“Directions: Read each question and choose the best answer. Then mark the space for the answer you have chosen.”*
T

Sample Question (Page 40)

SAY Now look at the sample question in the box. Read it to yourself as I read it aloud.
T

If you are translating these directions for students, be sure to read the sample question and the answer choices in English only. The next SAY box should not be translated.

SAY *“One hundred students visited the zoo. Forty of them were boys. What percent of the students were girls? (A) ten percent, (B) forty percent, (C) sixty percent, (D) one hundred percent.”*

SAY Which is the correct answer?
T

Pause for replies.

SAY Yes, that’s right. The correct answer is *“(C) sixty percent.”* Mark the circle for choice C in the shaded sample box in the CST for Mathematics section in your answer document. Are there any questions?
T

Answer all questions.

Part 1

SAY You will now answer questions 1 through 38. If you’re not sure about the answer to a question, do the best you can, but don’t spend too much time on any one question. Keep working until you finish question 38 and see a stop sign. Do not go on to any other pages after the stop sign.

Remember, if you need space to work the problems, use the blank areas in your test booklet or the scratch paper I have given you. Be sure to mark the circle in the answer document for your answer. During the test, raise your hand if you need additional scratch paper.

If you finish Part 1 early, you may check your work in this part only. After you have checked your work, close your test booklet and answer document. You may do a quiet activity until the end of this test session. Please remember, you may not use cell phones or any other unauthorized electronic devices during this entire testing session while any students are still testing.

T Are there any questions?

Answer all questions. Repeat instructions if necessary.

SAY Be sure to begin at number 1 in your answer document in the CST for Mathematics section, where you see the picture that has the numbers 1, 2, and 3 in a circle. You may start working now.
T

While the students are working, walk around the room to make sure that they are following directions and are working in the correct part of their test booklets. **Make sure that students are marking their answers in the correct section of their answer documents.** Do not give help on specific test questions. If students ask for help reading a word, **encourage them to sound it out, but do not read words for them.**

REMINDER: ACTIVELY SUPERVISING STUDENTS THROUGHOUT THIS TESTING SESSION WILL HELP TO ENSURE ACCURATE AND VALID TEST AND ACCOUNTABILITY SCORES. THIS INCLUDES ENSURING THAT STUDENTS DO NOT ACCESS ANY UNAUTHORIZED ELECTRONIC DEVICES WHILE OTHER STUDENTS ARE STILL TESTING.

After all students have closed their test booklets or after approximately 65 minutes have passed,

SAY Has everyone finished Part 1 of the test? If you have not finished Part 1, you will be given additional time.

T Make sure that you have marked all your answers clearly in your answer document and have completely erased any marks you do not want. Then close your test booklet so that the front cover is on top. Close your answer document and put it on top of your test booklet.

This is the end of Part 1 of the California Mathematics Standards Test. Students who have not finished Part 1 must be allowed to do so. Have LEA staff escort the students who need more time to finish to the quiet room set up by the testing coordinator.

If you are giving Part 2 after a break,

SAY We will take a break now.
T

Be sure to secure the testing materials if you leave the room during the break. (See the bulleted text on page 3 of this manual.) Begin Part 2 immediately after the break.

If you are giving Part 2 on another testing day,

After the students who have not finished Part 1 have left the room, collect the scratch paper. The scratch paper must be given to the testing coordinator.

Collect the test booklets with the answer documents together. Then collect the pencils. Before dismissing the remaining students, count and compare the sets of test booklets and answer documents to ensure that all have been turned in and that you have both a test booklet and an answer document for each student. **DO NOT** separate test booklets and answer documents.

Note the students for whom special conditions, accommodations, modifications, and/or English-learner variations applied. Record the appropriate information on each student's answer document in Sections A2, A3, and/or A4 after CST for Mathematics testing is completed.

Return all test materials to your testing coordinator.

Part 2

SAY Please turn off any cell phones or electronic devices you might have.
T

Pause.

SAY Now clear your desks and stow away all books, backpacks, purses, cell phones, electronic devices, and other materials not needed for the test. You may have only testing materials on your desk while you are taking the test.
T Please remember, you may not use cell phones or any other unauthorized electronic devices during this entire testing session while any students are still testing.

Make sure that students clear their desks of and stow away all materials not needed for the test.

Before distributing test booklets and answer documents, read the shaded boxes. If students already have their own test booklets and answer documents, skip to the unshaded “**SAY**” box that has the ★ symbol.

SAY I am going to give each of you your test booklet, answer document, and a piece of scratch paper. Do not open the test booklet or answer document or write anything on them until I tell you what to do.
T

Give each student two No. 2 pencils with erasers, scratch paper, and the grade 5 test booklet and answer document **with his or her name on them**.

SAY Look at the front cover of your test booklet. Be sure your first and last names are written on the line at the top of the front cover. If your name is not written there, please raise your hand.
T

Use the demonstration booklet to show students where to look. Check the test booklets for students who raised their hands. Each student must have the test booklet with his or her name on it.

SAY Now look at the front page of your answer document. Find Section 1 at the top of the page. If your first and last names are not there, please raise your hand.
T

Use the demonstration answer document to show students where to look. Check the answer documents for students who raised their hands. Each student must have the answer document with his or her name on it.

- SAY** We will now continue with Part 2 of the California Mathematics Standards Test. Remember that some of the questions will be easy, and some will be harder. Don't worry about the ones that seem hard—just do the best you can.
- T** Now open your test booklet to page 40 and review the sample question.

Pause while students review the sample question.

- SAY** Turn to Part 2 on page 50 in your test booklet, where you see the picture that has the numbers 1, 2, and 3 in a circle at the top of the page.
- T**

Pause while students find the page. Check that all students are in the correct place in their test booklets.

- SAY** Look at the directions at the top of the page. Read them to yourself as I read them aloud. *“Directions: Read each question and choose the best answer. Then mark the space for the answer you have chosen.”*
- T** Are there any questions?

Answer all questions.

- SAY** Now open your answer document and look at the left-hand page. Find the section called “CST for Mathematics,” where you see the picture that has the numbers 1, 2, and 3 in a circle.
- T**

Hold up an answer document with the CST for Mathematics section facing students. **Check that all students are in the correct place in their answer documents.**

- SAY** You will now answer questions 39 through 71. Keep working until you finish question 71 and see a stop sign. Do not go to any other parts of the test booklet.
- Remember, if you need space to work the problems, you may use the blank areas in your test booklet or the scratch paper. Be sure to mark the circle in the answer document for your answer. During the test, raise your hand if you need additional scratch paper.
- If you finish early, you may check your work in this part only. After you have checked your work, close your test booklet and answer document. You may do a quiet activity until the end of this test session. Please remember, you may not use cell phones or any other unauthorized electronic devices during this entire testing session while any students are still testing.
- T** Are there any questions?

Answer all questions. Repeat instructions if necessary.

Note: Students may check their work after completing this part, but they may not check the work they finished in previous parts of the test.

SAY Be sure to begin at number 39 in your answer document in the CST for
T Mathematics section, where you see the picture that has the numbers 1, 2,
and 3 in a circle. You may start working now.

While the students are working, walk around the room to make sure that they are following directions and are working in the correct part of their test booklets. **Make sure that students are marking their answers in the correct section of their answer documents.** Do not give help on specific test questions. If students ask for help reading a word, **encourage them to sound it out, but do not read words for them.**

REMINDER: ACTIVELY SUPERVISING STUDENTS THROUGHOUT THIS TESTING SESSION WILL HELP TO ENSURE ACCURATE AND VALID TEST AND ACCOUNTABILITY SCORES. THIS INCLUDES ENSURING THAT STUDENTS DO NOT ACCESS ANY UNAUTHORIZED ELECTRONIC DEVICES WHILE OTHER STUDENTS ARE STILL TESTING.

After all students have closed their test booklets or after approximately 65 minutes have passed,

SAY Has everyone finished Part 2 of the test? If you have not finished the test,
you will be given additional time.
Make sure that you have marked all your answers clearly in your answer document and have completely erased any marks you do not want. Then close your test booklet so that the front cover is on top. Close your answer document and put it on top of your test booklet.
T

This is the end of the California Mathematics Standards Test. Students who have not finished must be allowed to do so. Have LEA staff escort the students who need more time to finish to the quiet room set up by the testing coordinator.

After the students who have not finished Part 2 have left the room, collect the scratch paper. The scratch paper must be given to the testing coordinator.

Collect the test booklets with the answer documents together. Then collect the pencils. Before dismissing the remaining students, count and compare the sets of test booklets and answer documents to ensure that all have been turned in and that you have both a test booklet and an answer document for each student. **DO NOT** separate test booklets and answer documents until testing is completed and the answer documents have been checked to **verify that the correct test booklet version number is marked inside each answer document.**

Before returning materials to the testing coordinator, mark any applicable circle(s) in Sections A2, A3, and A4 in the CST Math column on the back cover of students' answer documents. See **Accommodations and Modifications for Students with IEPs or Section 504 Plans and Allowable Variations for English Learners: Key Sections** (Appendix A) and **Guide to Answer Document Sections A2, A3, and A4** (on the inside back cover of this manual). Confirm with your testing coordinator that you have marked all applicable circles.

Return all test materials to your testing coordinator.



CALIFORNIA SCIENCE STANDARDS TEST DIRECTIONS FOR ADMINISTRATION



Desks should be cleared of all unauthorized electronic devices.

Unauthorized copying, sharing, or use of any test booklet, test question, or answer document for any purpose or by any means compromises the integrity of the test and is a violation of copyright law.

- ☐ This test is **untimed**.
Students needing more time are to be escorted to _____.

- ☐ Materials required for each student:
 - Two No. 2 pencils with erasers (plus extras).
 - Grade 5 answer document.

NOTE: For the 2015 CST for Science, there is a single answer document to be used for both CST and CMA at Grades 5, 8, and 10.

- Grade 5 test booklet.
- Scratch paper—scratch paper may be lined, unlined, or graph paper. **Used scratch paper is secure and must be returned to the testing coordinator.**

Other materials may be used during this test ONLY if specified in the student’s IEP and/or Section 504 plan, or the student is eligible to use additional materials as an allowable test variation. (See Appendix A.)

- ☐ Each part of the test must be administered in a single sitting, **with no breaks**, unless the student has an IEP or a Section 504 plan that allows for breaks during testing, or the student is eligible to take additional supervised breaks.
- ☐ **Ensure that students who have universal tools, designated supports, accommodations, and/or approved individualized aids** specified in their IEPs and/or Section 504 plans receive the appropriate tools, supports, accommodations, and/or approved aids. Also ensure that students who are eligible for test variations receive the appropriate variations.
- ☐ **Read** directions in “**SAY**” boxes **exactly as they are printed**.
- ☐ Test questions and answer choices may be read to students **ONLY** in cases in which the student has an IEP or a Section 504 plan that specifies this accommodation.
- ☐ Only directions in “**SAY**” boxes marked “**T**” may be translated when testing English learners. **Test questions and answer choices may not be translated.**
- ☐ Make certain you have a copy of the grade 5 test booklet and answer document for demonstration purposes.
- ☐ The front cover of the grade 5 California Standards Test booklet contains a perforated fold-out reference sheet. The following directions include instructions for students to tear out this sheet.

SAY Please turn off any cell phones or electronic devices you might have.
T

Pause.

SAY Now clear your desks and stow away all books, backpacks, purses, cell phones, electronic devices, and other materials not needed for the test. You may have only testing materials on your desk while you are taking the test.
T Please remember, you may not use cell phones or any other unauthorized electronic devices during this entire testing session while any students are still testing.

Make sure that students clear their desks of and stow away all materials not needed for the test.

Before distributing test booklets and answer documents, read the shaded boxes. If students already have their own test booklets and answer documents, skip to the unshaded “**SAY**” box that has the ★ symbol.

SAY I am going to give each of you your test booklet and answer document. Do not open the test booklet or answer document or write anything on them until I tell you what to do.
T

Give each student two No. 2 pencils with erasers and the grade 5 test booklet and answer document **with his or her name on them**. Students should already have filled in the student-identification information on their answer documents.

SAY Look at the front cover of your test booklet. Be sure your first and last names are written on the line at the top of the front cover. If your name is not written on the front cover, please raise your hand.
T

Use the demonstration booklet to show students where to look. Check the test booklets for students who raised their hands. Each student must have the test booklet with his or her name on it.

SAY Now look at the front page of your answer document. Find Section 1 at the top of the page. If your first and last names are not there, please raise your hand.
T

Use the demonstration answer document to show students where to look. Check the answer documents for students who raised their hands. Each student must have the answer document with his or her name on it.

SAY Today you are going to take a test that will show how much you have learned. Some of the questions will be easy, and some will be harder. Don't worry about the ones that seem hard—do the best you can and try to answer all the questions.



T I am going to give you a piece of scratch paper. If you need space to help you work out the answer, use the blank areas in your test booklet or the scratch paper.

Distribute the scratch paper.

SAY Now open the front cover of your test booklet. You will see that the first page of the booklet contains a perforated fold-out reference sheet.

T

Hold up a test booklet and show students the perforated sheet attached to the front cover.

(Note for large print and braille: If the test is being given in large-print format, the reference sheet will be on the first page of the large-print test booklet, not attached to the cover. If the test is being given in braille, the reference sheet will be contained in a separate page accompanying the test. For both formats, the following two “**SAY**” boxes with instructions for tearing out the reference sheet may be disregarded.)

SAY Fold out the inside front cover that is perforated.

T

Demonstrate folding out the reference sheet from the inside front cover.

SAY Lay your test booklet flat on the desk, with the reference sheet folded out. Now carefully separate the reference sheet from the front cover along the perforated line.

T

Demonstrate separating the reference sheet from the front cover along the perforated line.

SAY You may use the reference sheet to help you answer the questions on your science test.

T Open your answer document.

If students have already marked the circle for their test booklet version number, go to the second SAY box on the next page and continue reading the directions.

If students have NOT marked the circle for their test booklet version number, read the directions in the following SAY box.

SAY Now look at the front cover of your test booklet. In the top right-hand corner, you will see the word “Version” followed by a two-digit number.

T On the left-hand page of your answer document, find the box labeled “CST version number for Science” at the top of the page. In that box, mark the circle for the two-digit version number that is on your test booklet.

Pause while students mark the version number circle. Give help as needed. **It is very important that the version number on the test booklet be marked accurately in the answer document.**

When students have finished,

SAY Look at the left-hand page of your answer document. Find the section called “CST for Science Grades 5, 8, 10” where you see the picture of a butterfly in a circle.

Hold up an answer document with the CST for Science Grades 5, 8, 10 section facing students. **Check that all students are in the correct place in their answer documents.**

SAY Now open your test booklet to Part 1 of the CST for Science on page 1. Find the picture of a butterfly in a circle at the top of the page.

Use the demonstration booklet to show students the picture. Walk around the room to make sure everyone is on the correct page. Booklets and answer documents should be opened flat, not folded back.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. *“Directions: Read each question and choose the best answer. Then mark the space for the answer you have chosen.”*

Sample Question (Page 1)

SAY Now look at the sample question in the box. Read it to yourself as I read it aloud.

If you are translating these directions for students, be sure to read the question and the answer choices in English only. The next SAY box should not be translated.

SAY *“How many chambers are in the human heart? (A) one, (B) two, (C) four, (D) five.”*

SAY Which is the correct answer?
T

Pause for replies.

SAY Yes, that's right. The correct answer is "(C) four." Mark the circle for choice C in the shaded sample box in the CST for Science Grades 5, 8, 10 section in your answer document. Are there any questions?

T

Answer all questions.

Part 1

SAY You will now answer questions 1 through 33. If you're not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. Keep working until you finish question 33 and see a stop sign. Do not go on to any other pages after the stop sign.

Remember, if you need space to help you work out the answer, use the blank areas in your test booklet or the scratch paper I have given you. Be sure to mark the circle in the answer document for your answer. During the test, raise your hand if you need additional scratch paper.

If you finish Part 1 early, you may check your work in this part only. After you have checked your work, close your test booklet and answer document. You may do a quiet activity until the end of this test session. Please remember, you may not use cell phones or any other unauthorized electronic devices during this entire testing session while any students are still testing.

T Are there any questions?

Answer all questions. Repeat instructions if necessary.

SAY Be sure to begin at number 1 in your answer document in the CST for Science Grades 5, 8, 10 section, where you see the picture of a butterfly in a circle. You may start working now.

T

While the students are working, walk around the room to make sure that they are following directions and are working in the correct part of their test booklets. **Make sure that students are marking their answers in the correct section of their answer documents.** Do not give help on specific test questions. If students ask for help reading a word, **encourage them to sound it out, but do not read words for them.**

REMINDER: ACTIVELY SUPERVISING STUDENTS THROUGHOUT THIS TESTING SESSION WILL HELP TO ENSURE ACCURATE AND VALID TEST AND ACCOUNTABILITY SCORES. THIS INCLUDES ENSURING THAT STUDENTS DO NOT ACCESS ANY UNAUTHORIZED ELECTRONIC DEVICES WHILE OTHER STUDENTS ARE STILL TESTING.

After all students have closed their test booklets or after approximately 60 minutes have passed,

SAY Has everyone finished Part 1 of the test? If you have not finished Part 1, you will be given additional time.

T Make sure that you have marked all your answers clearly in your answer document and have completely erased any marks you do not want. Then close your test booklet so the front cover is on top. Put the reference sheet in your test booklet. Close your answer document and put it on top of your test booklet.

This is the end of Part 1 of the California Science Standards Test. Students who have not finished Part 1 must be allowed to do so. Have LEA staff escort the students who need more time to finish to the quiet room set up by the testing coordinator.

If you are giving Part 2 after a break,

SAY We will take a break now.
T

Be sure to secure the testing materials if you leave the room during the break. (See the bulleted text on page 3 of this manual.) Begin Part 2 immediately after the break.

If you are giving Part 2 on another testing day,

After the students who have not finished Part 1 have left the room, collect the scratch paper. The scratch paper must be given to the testing coordinator.

Collect the test booklets with reference sheets and the answer documents together. Then collect the pencils. Before dismissing the remaining students, count and compare the sets of test booklets and answer documents to ensure that all have been turned in and that you have both a test booklet and an answer document for each student. DO NOT separate test booklets and answer documents.

Note the students for whom special conditions, universal tools, designated supports, accommodations, approved individualized aids, and/or English-learner variations applied. Record the appropriate information on each student's answer document in Sections A2, A3, and/or A4 after CST for Science testing is completed.

Return all test materials to your testing coordinator.

Part 2

SAY Please turn off any cell phones or electronic devices you might have.
T

Pause.

SAY Now clear your desks and stow away all books, backpacks, purses, cell phones, electronic devices, and other materials not needed for the test. You may have only testing materials on your desk while you are taking the test.
T Please remember, you may not use cell phones or any other unauthorized electronic devices during this entire testing session while any students are still testing.

Make sure that students clear their desks of and stow away all materials not needed for the test.

Before distributing test booklets and answer documents, read the shaded boxes. If students already have their own test booklets and answer documents, skip to the unshaded “**SAY**” box that has the ★ symbol.

SAY I am going to give each of you your test booklet, answer document, and a piece of scratch paper. Do not open the test booklet or answer document or write anything on them until I tell you what to do.
T

Give each student two No. 2 pencils with erasers, scratch paper, and the grade 5 test booklet (with reference sheet) and answer document **with his or her name on them.**

SAY Look at the front cover of your test booklet. Be sure your first and last names are written on the line at the top of the front cover. If your name is not written there, please raise your hand.
T

Use the demonstration booklet to show students where to look. Check the test booklets for students who raised their hands. Each student must have the test booklet with his or her name on it.

SAY Now look at the front page of your answer document. Find Section 1 at the top of the page. If your first and last names are not there, please raise your hand.
T

Use the demonstration answer document to show students where to look. Check the answer documents for students who raised their hands. Each student must have the answer document with his or her name on it.

SAY We will now continue with Part 2 of the California Science Standards Test. Remember that some of the questions will be easy, and some will be harder. Don't worry about the ones that seem hard—just do the best you can.
T Now open your booklet to page 1 and review the sample question.

Pause while students review the sample question.

SAY Turn to Part 2 on page 12 (page 16 in large print) in your test booklet, where you see the picture of a butterfly in a circle at the top of the page. Remove your reference sheet from your test booklet. You may use your reference sheet to help you answer the questions on your science test.

★

T

Pause while students find the page. Check that all students are in the correct place in their test booklets.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. *“Directions: Read each question and choose the best answer. Then mark the space for the answer you have chosen.”*

T Are there any questions?

Answer all questions.

SAY Now open your answer document and look at the left-hand page. Find the section called “CST for Science Grades 5, 8, 10” where you see the picture of a butterfly in a circle.

T

Hold up an answer document with the CST for Science Grades 5, 8, 10 section facing students. **Check that all students are in the correct place in their answer documents.**

SAY You will now answer questions 34 through 66. Keep working until you finish number 66 and see a stop sign. Do not go to any other parts of the test booklet.

Remember, if you need space to help you work out the answer, you may use the blank areas in your test booklet or the scratch paper. Be sure to mark the circle in the answer document for your answer. During the test, raise your hand if you need additional scratch paper.

If you finish early, you may check the work in this part only. After you have checked your work, close your test booklet and answer document. You may do a quiet activity until the end of this test session. Please remember, you may not use cell phones or any other unauthorized electronic devices during this entire testing session while any students are still testing.

T Are there any questions?

Answer all questions. Repeat instructions if necessary.

Note: Students may check their work after completing this part, but they may not check the work they finished in previous parts of the test.

SAY Be sure to begin at number 34 in your answer document in the CST for Science Grades 5, 8, 10 section, where you see the picture of a butterfly in a circle. You may start working now.

T

While the students are working, walk around the room to make sure that they are following directions and are working in the correct part of their test booklets. **Make sure that students are marking their answers in the correct section of their answer documents.** Do not give help on specific test questions. If students ask for help reading a word, **encourage them to sound it out, but do not read words for them.**

REMINDER: ACTIVELY SUPERVISING STUDENTS THROUGHOUT THIS TESTING SESSION WILL HELP TO ENSURE ACCURATE AND VALID TEST AND ACCOUNTABILITY SCORES. THIS INCLUDES ENSURING THAT STUDENTS DO NOT ACCESS ANY UNAUTHORIZED ELECTRONIC DEVICES WHILE OTHER STUDENTS ARE STILL TESTING.

After all students have closed their test booklets or after approximately 60 minutes have passed,

SAY Has everyone finished Part 2 of the test? If you have not finished the test, you will be given additional time.

Make sure that you have marked all your answers clearly in your answer document and have completely erased any marks you do not want. Then close your test booklet so that the front cover is on top. Close your answer document and put it on top of your test booklet.

T

This is the end of the California Science Standards Test. Students who have not finished must be allowed to do so. Have LEA staff escort the students who need more time to finish to the quiet room set up by the testing coordinator.

After the students who have not finished Part 2 have left the room, collect the scratch paper. The scratch paper must be given to the testing coordinator.

Collect the reference sheets, and then collect the test booklets with answer documents together. Collect the pencils. Before dismissing the remaining students, count and compare the sets of test booklets and answer documents to ensure that all have been turned in and that you have both a test booklet and an answer document for each student. DO NOT separate the test booklets and answer documents until testing is completed and the answer documents have been checked to **verify that the correct test booklet version number is marked inside each answer document.**

You may discard the reference sheets or keep them for future use.

Before returning materials to the testing coordinator, mark any applicable circle(s) in Sections A2, A3, and A4 in the CST Sci column on the back cover of students' answer documents. See **Universal Tools, Designated Supports, and/or Accommodations for Students with IEPs or Section 504 Plans and Allowable Variations for English Learners: Key Sections** (Appendix A) and **Guide to Answer Document Sections A2, A3, and A4** (on the inside back cover of this manual). Confirm with your testing coordinator that you have marked all applicable circles.

Return all test materials to your testing coordinator.

APPENDIX A

UNIVERSAL TOOLS, DESIGNATED SUPPORTS, AND/OR ACCOMMODATIONS FOR STUDENTS WITH IEPs OR SECTION 504 PLANS AND ALLOWABLE VARIATIONS FOR ENGLISH LEARNERS: KEY SECTIONS

If you are testing students who may use universal tools, designated supports, accommodations, individualized aids, and/or variations for English learners, you are required to mark the applicable circle(s) in **Section A3** and/or **Section A4** on students' answer documents. Students are not required to have an IEP or Section 504 plan to use universal tools but **MUST** have an IEP or Section 504 plan to use designated supports or accommodations and **MUST** have the CDE's approval to use an individualized aid.

NOTE: The availability of universal tools, designated supports, accommodations, and individualized aids is dependent upon the testing program (CST, CMA, or STS) and subject (science or RLA). Be sure to check the Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress Web document linked at <http://caaspp.org/administration/instructions/> to determine which universal tools, designated supports, accommodations, and/or individualized aids are allowable for the grade-level test being administered. The left column on the table in the document indicates the code to use for marking each universal tool, designated support, or accommodation in Sections A3 and/or A4 of the student's answer document. Individualized aids, when approved, are marked as option Y.

Prior to the first day of testing, determine if you will be testing any students who may use:

- Universal tools
- Designated supports and/or accommodations—limited to students with IEPs and/or Section 504 plans
- Individualized aids
- Allowable variations for English learners

To determine whether a student qualifies for designated supports and/or accommodations,

1. Check the student's IEP and/or Section 504 plan for any designated supports and/or accommodations regularly used for testing.
2. Review the matrices linked on the CDE Web page at <http://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp> for additional information regarding allowable universal tools, designated supports, and accommodations.

Individualized aids must have been requested by the CAASPP coordinator for your local educational agency and approved by the CDE. Follow the process at your school or test site for determining whether an individualized aid has been approved.

If the student qualifies for and uses designated supports and/or accommodations review the **Guide to Answer Document Sections A2, A3, and A4** on the inside back cover of this manual to see which code(s) to use, and then mark the appropriate circle(s) in Section A3 after students finish testing. Approved individualized aids are always option Y.

Universal Tools, Designated Supports, and Accommodations (Section A3)

To maintain the standardization of the tests, students use identical materials, receive the same directions, and take the tests under the same conditions of administration. Some students may require designated supports and/or accommodations to access the tests. Such supports and/or accommodations are used if a student requires a testing condition that differs from the standardized materials, directions, and/or procedures.

Designated supports and/or accommodations should be used only when the student cannot take the test unless these adaptations are made available. They should not give the student an unfair advantage or be used to improve a student's score.

Identify the designated supports and/or accommodations for each student with an IEP and/or a Section 504 plan. **DO NOT** provide a support or accommodation that is not specified in the student's IEP or Section 504 plan. **DO NOT** provide an individualized aid that has not been approved by the CDE.

Most students with disabilities should be able to take the tests with no designated supports or accommodations. When accommodations are used, they must be:

- Based on identified individual needs, not on the type of disability.
- Matched with accommodations provided in the student's regular instructional program.
- Specified in the student's IEP or Section 504 plan.
- Approved by the CDE, in the case of individualized aids.

Universal tools, designated supports, and accommodations do not change the skills and/or knowledge being tested. For example, using the accommodation of having supervised breaks within each part of the test does not change the skills and/or knowledge being tested.

NOTE: You are to mark only the tools, supports, and/or accommodations that you see the student use during the test.

In **part “a” of Section A3**, mark the circle to indicate that the student has an IEP and/or Section 504 plan. **This section must be marked for all students who have an IEP and/or Section 504 plan that includes universal tools, designated supports, accommodations, and/or approved individualized aids, even if they do not use them during testing.** A student must have an IEP to be eligible to take the CMA.

In **part “b” of Section A3** for each test, mark the circle(s) to indicate all universal tools and designated supports the student used during testing as well as option Y to indicate that the student used an individualized aid(s). Also indicate all of the universal tools, designated supports, and accommodations that the student used as specified in his/her IEP and/or Section 504 plan. Codes for allowable universal tools, designated supports, and accommodations are listed in the **Guide to Answer Document Sections A2, A3, and A4** on the inside back cover of this manual.

For example, if a student with an IEP used a braille test and had supervised breaks within the CST for Science, mark the “G” plus the “K” in the Science column.

Large-Print and Braille Tests (Section A3, Rows H and G)

Use this *Directions for Administration* manual when administering the large-print or braille versions of the California Standards Tests. In this manual, the page numbers for the large-print test booklets are given in parentheses after the page numbers for the regular-print test booklets if they differ from the page numbers in the regular-print test booklets. Braille test booklet page numbers were not available when this manual was printed. For students taking braille or large-print versions of the tests, **mark “H” for large-print or “G” for braille in Section A3 on the answer document** for each test subject administered.

Large-print and braille tests require more time than regular-print tests. Students must be allowed as much time as needed to complete each test part. Generally, students taking large-print tests will need approximately 1½ times what is estimated for each test in this manual. Students taking braille tests may need up to 2½ times what is estimated in this manual.

See your testing coordinator for specific directions for handling large-print and braille testing materials. Large-print and braille tests can be scored only if students' answers are transcribed onto regular answer documents.

Guidelines for Scribes

When a scribe is used to mark answers for the student, the scribe:

- Must be an employee of an LEA or a person assigned by a nonpublic school to implement a student's IEP.
- Is required to transcribe a student's responses to the format required by the test.
- May not be the student's parent or guardian.

Allowable Variations for English Learners (Section A4)

English learners may use the testing variations listed in Section A4 of the table on the inside back cover of this manual. The variations are allowable if the students regularly use them in the classroom. Mark all test variations used by English learners in **Section A4** on students' answer documents.

Note: English learners may also use universal tools, designated supports, and/or accommodations for testing if the student has an IEP and/or a Section 504 plan that states that the student may use specific universal tools, designated supports, and/or accommodations.

APPENDIX B

COMPLETING THE STUDENT IDENTIFICATION INFORMATION ON ANSWER DOCUMENTS

To ensure that student results are reported correctly in CALPADS, it is essential that all CAASPP coordinators and test examiners interpret the student identification information fields on the answer documents in the same way. The following information is provided to assist with the marking of both pages of information.

Pre-ID student identification information may be changed only during the test administration by the LEA CAASPP Coordinator through CALPADS. See the CDE CALPADS Web page at <http://www.cde.ca.gov/ds/sp/cl/> for links to CALPADS documentation and notifications.

Table 2, “Student Information and Identification Codes on Answer Documents” (on page 45), provides descriptions of the student identification information sections found on the answer documents. Students *must* complete Section 1. Either students or school staff *may* complete the student identification information on the front page of their answer documents. Sections on the back page of answer documents *must only* be completed by school staff. Table 2 contains the following information:

- **Field Name:** This column gives the name of the data field and one of the following symbols, when applicable:



Student must complete.



Look carefully—if a bar code label is present, verify the student name.

- **Section:** The numbers in this column refer to the numbers printed at the top of each section on the answer document cover pages.
- **Description:** This column gives a description of the data required.

If your students will be completing some or all of the student information on the cover pages, refer to Appendix C, “Directions for Completing Student Information” (on page 47), which includes directions to be read to students.

Table 2. Student Information and Identification Codes on Answer Documents



Field Name	Section	Description
 <p>Student writes Student Name, Test Examiner, School, and District</p>	1	Must be printed by the student at the time of testing.
 <p>Bar code label</p>	2	If the LEA selected the label option when setting up the test administration, place the bar code label in this section on the document.
<p>Student may write and mark Date of Birth</p>	3	Mark the student's birth month and century and enter and mark the student's birth day and year.
<p>Student may write and mark Last Name</p>	4	<p>Enter and mark the first 11 letters of the student's last name. For hyphenated names, mark up to 11 letters beginning with the name preceding the hyphen. For example, for "Smith-Harrison" mark "Smith Harri." Use only the student's legal name from school records.</p> <p>Use only letters and spaces, <i>not</i> apostrophes, hyphens, numbers, periods, commas, and so forth. Left-justify and mark the circle at the top of each column with no letter entries.</p>
<p>Student may write and mark First Name</p>	4	<p>Enter and mark the first 9 letters of the student's legal first name. Do not use a nickname or middle name instead of a first name. For example, enter "Kenneth," not "Ken" or "Kenny."</p> <p>Use only letters and spaces. Left-justify and mark the circle at the top of each column with no letter entries.</p>
<p>Student may write and mark MI</p>	4	Enter and mark the middle initial or leave the field blank. Mark the circle at the top of the column if the field is left blank.
<p>Student may mark Gender</p>	5	Mark "Female" or "Male."
<p>Student may mark Grade</p>	6	<p>Mark the student's current grade—this is the grade that the school shows as the student's enrollment grade, and must match the grade of the test being administered. Schools may assign high school students to grades on the basis of credits earned or years in school.</p> <ul style="list-style-type: none"> For ungraded programs, subtract 5 from the student's age on September 1, 2014, to determine the student's testing grade level. For students in independent study or contract programs, assign the grade and administer the test for the grade in which the student was enrolled for the majority of the school year preceding the test administration.

Table 2. Student Information and Identification Codes on Answer Documents (*continued*)

Field Name	Section	Description
Assessed with	7	Mark the circle for either the CST Science or the CMA Science, as appropriate.
Student ID Number	8	Enter and mark the local ID number assigned by the school or LEA. Right-justify and include leading zeros if the ID number has fewer than 10 digits.
Statewide Student Identifier (SSID)	9	Enter and mark the student's 10-digit Statewide Student Identifier. All students must have an SSID.
NPS School Code	10	Nonpublic, nonsectarian school code. To find the code, go to the CDE Web page at http://www.cde.ca.gov/re/sd/ . Select the radio button to choose <i>Nonpublic, Nonsectarian Schools</i> . Use the scrolling menus to select the county and LEA. If the school is outside of California, scroll to the bottom of the County Name list and select <i>Non-California</i> . Select Search . The NPS code is the last seven digits in the first column, <i>CDS Code</i> .

See **Guide to Answer Document Sections A2, A3, and A4**, the key on the inside back cover of this manual, for marking Sections A2, A3, and A4.

APPENDIX C

DIRECTIONS FOR COMPLETING STUDENT INFORMATION

Day Prior to Testing

NOTE: Do this only if instructed by your testing coordinator.

Your testing coordinator may require that **you or your students** complete student identification information on the answer documents prior to testing in the following situations:

- your school did not receive Pre-ID labels for some or all of the students to be tested, OR
- the Pre-ID label does not include certain information.

Completing Student Information

- **Front page of the answer documents**

Your testing coordinator may have **you** hand-mark student information on the front page of the answer documents prior to the test administration. Your testing coordinator will provide you with specific directions for this task. Appendix B, “Completing the Student Identification Information on Answer Documents” (on page 44), provides descriptions of the information to be completed.

Alternatively, your testing coordinator may instruct you to have **students** mark specific information on the front page of their answer documents on the day prior to testing and instruct you to complete the remaining information. **If students are to mark some of the information, follow the instructions in “Giving Directions to Students” (below).**

Only a staff member should complete Sections 7, 8, and 9: Assessed with, Student ID Number, and SSID. **Students must not complete these sections.**

- **Back page of the answer documents**

Your testing coordinator may have you hand-mark information on the “COMPLETE FOR ALL STUDENTS” page. **STUDENTS MUST NOT MARK ANYTHING ON THIS PAGE.** A school or LEA employee must complete this page. If you are responsible for completing this page for students, see Appendix B for complete instructions. **Immediately after testing is completed, the test examiner must mark the universal tools, designated supports, accommodations, and/or English-learner test variations the student was observed using during the test administration in Sections A3 and A4 as well as option Y in Section A3 to indicate that the student used an individualized aid(s).**

Giving Directions to Students

Only proceed to the following directions if your testing coordinator has directed you to have students complete the student information on the front of their answer documents for some or all of the sections described in these directions.

Print the following information on the board: Names of the test examiner, school, and district. The test examiner name is the name of the person administering the test.

Give each student two No. 2 pencils with erasers.

When you are ready to begin,

SAY I am going to give you your answer document now. Do not open it or write
T anything on it until I tell you what to do.

Give each student a blank answer document.

Student Name

SAY On the front page of your answer document, find Section 1 at the top,
T where it says “Student Name.” In that box, print your first and last names.

Use the demonstration answer document to show students where to look. Give help as needed.

Test Examiner, School, and District

SAY In the box that says “Test Examiner,” print my name. In the box that says
“School,” print the name of our school. In the box that says “District,” print
T the name of our school district.

Refer students to the board, where you have printed your name, the school name, and the district name. While students are filling in the information, walk around the room to see that they are following instructions. Give help as needed.

Date of Birth

SAY Find Section 3, where it says “Date of Birth.” In the column labeled “Month,”
T mark the circle next to the month in which you were born.

Wait for students to finish marking the month information. Give help as needed.

SAY There are two columns for the day on which you were born. If you were born
on the first through the ninth day of the month, write a “0” in the first column
and the number of the day on which you were born in the second column.
For example, if you were born on the fifth day of the month, you would write
“0, 5” in the columns. If you were born on the eleventh day of the month, you
would write “1, 1” in the columns.
T Beneath each box in which you wrote a number, mark the circle that has
the same number as the one you wrote in the box.

Wait for students to finish marking the day information. Give help as needed.

SAY There are three columns for the year in which you were born. Mark the circle
T for “19” or “20” in the first column.

Give help as needed.

SAY The last two columns are for the last two digits of the year you were born. For
example, if you were born in 2004, write “0” and “4” in the last two columns
for the “year.”

T Beneath each box in which you wrote a number, mark the circle that has the
same number as the one you wrote in the box.

Wait for students to finish marking the birth year information. Give help as needed.

Student Name (Section 4)

SAY Find Section 4, where it says “Last Name/First Name/Middle Initial (MI).” In the
boxes provided, print your last name, then your first name and middle
initial. If your name does not fit, print as many letters of your name as there
are boxes. Use your legal name, not your nickname; for example, use
“Jennifer,” not “Jen” or “Jenny.” If your name is hyphenated, leave a blank
T space between the names; do not use a dash.

Give help as needed.

SAY Beneath each box in which you printed a letter, mark the circle that has the
same letter as the one you printed in the box. For each space in which
T you did not print a letter, mark the empty circle at the top of the column.

Wait while students finish marking the circles. Give help as needed.

Gender

SAY Find Section 5, labeled “Gender.” Mark the circle next to “Female” if you are
T a girl or the circle next to “Male” if you are a boy.

Wait for students to finish. Give help as needed.

Grade

SAY Find Section 6, labeled “Grade.” Mark the circle for your grade.
T

Give help as needed. Wait until students have finished marking the circles.

SAY Do not make marks in any other sections. I will now collect your
T answer documents.

Collect the pencils, and collect and count the answer documents, making sure you have an answer document for each student. **Immediately return the test materials** to your testing coordinator.

APPENDIX D

PREPARING ANSWER DOCUMENTS FOR SCORING

The testing coordinators are responsible for preparing the answer documents for scoring. They may ask other staff members to assist with this process; however, **any “cleanup” of answer documents must be done under the direct supervision of the testing coordinator or principal/school administrator.**

If you are asked to assist in preparing answer documents for scoring, inspect each document carefully, paying particular attention to the following:

1. Inspect all documents for improper marks. **Do not darken any response circles.** Marks made with ballpoint pen, felt-tip pen, or hard or colored pencils will not be scored properly. Completely erase any stray marks that are near the response circles and may interfere with scoring. **Do not erase any answer choices marked by students, including those already erased by the students.**
2. a. If the LEA ordered Pre-ID labels for students' answer documents, student identification information provided on the Pre-ID label **should not** be hand-marked on the answer documents.

If information on the Pre-ID label was also hand-marked on the answer documents, do not erase the hand-marked information. The data on the Pre-ID label (from CALPADS) will override it.

b. If the LEA **did not** order Pre-ID labels and all student identification information was hand-marked, see Appendix B for instructions and:
 - Be sure that only one circle is marked in each column unless otherwise instructed.
 - Check that all hand-marked information is complete and accurate.
3. Check to be sure that the circle for CST Science has been marked in Section 7 of the students' answer documents.
4. Check to be sure that students marked the correct test booklet version number in the “CST version number for Science” box inside their answer documents.
5. Check for marks in Sections A1 and A2. If there are marks in these sections, ask the testing coordinator to verify that the sections are marked correctly.
6. a. Ensure that the answer documents have been transcribed for any students who used braille or large-print materials. Verify that “B” or “C” and either “G” or “H” are marked in Section A3.

b. If a completed student answer document is damaged or torn, the student information and answers from the damaged answer document must be transcribed to a new answer document.

When transcribing answer documents, all student identification information and responses must be copied to new answer documents. When transcribing is complete, use a black marking pen to mark the old documents with “VOID—Transcribed to new form.” Give the old answer documents to the testing coordinator to return with the nonscorable test materials.

GUIDE TO ANSWER DOCUMENT SECTIONS A2, A3, AND A4

A2 Special Conditions	
A	The student was absent for regular and makeup testing.
C	The test examiner or proctor observed the student cheating.
E	The student was not tested because of a significant medical emergency.
F	The student became ill while taking this test, had to leave the room, and was unable to return and complete the test.
L	The student enrolled after the first day of testing and was given this test.
M	The student was enrolled on the first day of testing but moved before this test was administered or completed.
P	The student was not tested by parent/guardian request.
T	The student was enrolled on the first day of testing and was not given this test because a staff member verified that the student had taken the test at a previous school.
X	When offered, the student refused to use the universal tool, designated support, and/or accommodation specified in his or her IEP or Section 504 plan.
Y	This document replaces a lost or destroyed answer document.
Z	The student was present for the test and was given this test. The student closed the test booklet and did not mark any answers.

A3 Universal Tools, Designated Supports, and Accommodations	
B	The student marked his or her responses in the test booklet. An employee of the school, LEA, or nonpublic, nonsectarian school transferred the student's responses onto a scorable answer document.
C	The student dictated his or her responses orally or in Manually Coded English or American Sign Language to a scribe.
G	The student used a braille version of the test.
H	The student used a large-print version of the test or test items enlarged (not duplicated) to a font size larger than that used on large-print versions.
J	The student tested during more than one day for a test or test part that was to be administered in a single sitting.
K	The student had supervised breaks within a test part.
L	The test was administered at the most beneficial time of day for the student.
M	The test was administered at home or in a hospital by a test examiner.
O	The test examiner used Manually Coded English or American Sign Language to present test questions, answer options, and/or passages to the student.
R	Leave blank.
V	Leave blank.
X	The student used an abacus on the science test.
Y	The student used an individualized aid.
Z	The student heard the test examiner read test questions, answer options, and/or passages aloud.

A4 English Learner Test Variations	
A	The student heard the test directions printed in the <i>Directions for Administration</i> "SAY" boxes marked with a "T" translated into the student's primary language. The student asked clarifying questions about the test directions in the student's primary language.
B	The student had additional supervised breaks within a testing day or within a test part, provided that the test part was completed within the day of testing. The end of a test part is identified by a "STOP" sign.
C	The student was tested separately with other English learners and was supervised directly by an employee of the school who had signed a CAASPP Test Security Affidavit. The student has been provided such a flexible setting as a part of his or her regular instruction or assessment during the school year.
D	The student used a translation glossary/word list (English-to-primary language). Glossaries/Word lists shall not include definitions, parts of speech, or formulas. Glossaries/Word lists may not be used on any reading or language tests.

