

# COLORADO

Colorado Student Assessment Program Alternate

## EXAMINER'S MANUAL

### SPRING 2008



NOT a Secure Document



# CSAPA



Developed and published by CTB/McGraw-Hill LLC, a subsidiary of The McGraw-Hill Companies, Inc., 20 Ryan Ranch Road, Monterey, California 93940-5703. Copyright © 2007 by Colorado Department of Education. Only Colorado state educators and citizens may copy and/or download and print the document, located online at [www.cde.state.co.us](http://www.cde.state.co.us). Any other use or reproduction of this document, in whole or in part, requires prior written permission of the Publisher and Colorado Department of Education.

# Table of Contents

<b>PART 1</b>	<b>Page</b>
<b>Overview for the Spring 2008 Administration of CSAPA</b>	
Purpose of CSAPA	1
Content Areas Tested by Grade	1
Using the CSAPA Test Examiner's Manual	1
Procedures for the Administration of the CSAPA	2
<b>Test Security</b>	
Security Requirements	3
Reproducing Test Materials	3
Chain of Custody	3
<b>Standard Conditions for the CSAPA Test Administration</b>	
Standard Conditions	4
Preparing the Testing Environment	4
Preparing for Individual Administration	4
Responsibilities of the CSAPA Test Examiner	5
<b>Test Materials</b>	6
<b>Adaptations</b>	14
<b>PART 2</b>	
<b>Test Administration</b>	
Administration of Reading, Writing, Math, and Science	16
Level of Independence Protocol	17
Transferring Information to Rating Form	18
<b>PART 3</b>	
<b>Preparing Test Materials for Return to the School Coordinator</b>	20



# Part 1

## Overview for the Spring 2008 Administration of CSAPA

### Purpose of the CSAPA

The Colorado Student Assessment Program Alternate (CSAPA) is a standards-based assessment designed specifically for eligible students with significant cognitive disabilities and is meant to provide a picture of student performance to schools, districts, educators, parents and the community. The primary purpose of the assessment program is to determine the level at which Colorado students meet the Expanded Benchmarks which are linked to the Colorado Model Content Standards in the content areas assessed. The data should be used to keep abreast of individual student progress toward attaining achievement in the content areas.

### Content Areas Tested by Grade

Grade	Reading	Writing	Math	Science
<b>3</b>	x	x	x	
<b>4</b>	x	x	x	
<b>5</b>	x	x	x	x
<b>6</b>	x	x	x	
<b>7</b>	x	x	x	
<b>8</b>	x	x	x	x
<b>9</b>	x	x	x	
<b>10</b>	x	x	x	x

### Using the CSAPA Test Examiner's Manual

The CSAPA Test Examiner must thoroughly read the CSAPA Test Examiner's Manual prior to test administration. The guidelines and test administration instructions provided in this manual ensure that every student taking the assessment receives the same standard directions and administration conditions during the assessment.

## Procedures for the Administration of the CSAPA

The Colorado State Department of Education has partnered with CTB/McGraw-Hill for ongoing and appropriate refinement of the CSAPA assessments. The Mathematics, Grades 3–10, and Science, Grade 10, assessments were revised, with the intention of increasing technical merit and psychometric soundness in accordance with legislation. Reading/Writing, Grades 3–10, and Science, Grades 5 and 8, have been revised this year.

<b>Procedures for Administering CSAPA Reading, Writing, Math and Science</b>													
<b>Item Design</b>													
<p>Reading, Writing, and Math Grades 3–10</p> <p>Science, Grades 5, 8, and 10</p>	<p>Items include Prepare and Prompt statements. The Prepare statements are directed to the examiner and describe the material(s) needed to administer the items, and often indicate how to use and where to place the material(s). Prompt statements are to be read aloud by the examiner to the student as part of the standardized test administration. In addition, as a way to provide access for students to the test items, examiners are allowed to redirect, simplify, and/or provide additional information based on the Level of Independence Protocol on page 17.</p>												
<b>Rating Student Responses</b>													
<p>Reading, Writing, and Math Grades 3–10</p> <p>Science, Grades 5, 8, and 10</p>	<p>The student responses are marked on two data points, the first is based on the Student Response, whether correct or incorrect, <u>and</u> the second is the student’s Level of Independence in demonstrating their content knowledge.</p> <table border="1"> <thead> <tr> <th><b>Student Response:</b></th><th><b>Level of Independence:</b></th></tr> </thead> <tbody> <tr> <td><input checked="" type="checkbox"/> A. counts to 10*</td><td><input type="checkbox"/> Level 4</td></tr> <tr> <td><input type="checkbox"/> B. counts between 5–9</td><td><input checked="" type="checkbox"/> Level 3</td></tr> <tr> <td><input type="checkbox"/> C. counts between 1–4</td><td><input type="checkbox"/> Level 2</td></tr> <tr> <td><input type="checkbox"/> D. other</td><td><input type="checkbox"/> Level 1</td></tr> <tr> <td><input type="checkbox"/> E. no response</td><td></td></tr> </tbody> </table> <p>See the protocol on page 17, which is used by examiners to rate the Level of Independence.</p>	<b>Student Response:</b>	<b>Level of Independence:</b>	<input checked="" type="checkbox"/> A. counts to 10*	<input type="checkbox"/> Level 4	<input type="checkbox"/> B. counts between 5–9	<input checked="" type="checkbox"/> Level 3	<input type="checkbox"/> C. counts between 1–4	<input type="checkbox"/> Level 2	<input type="checkbox"/> D. other	<input type="checkbox"/> Level 1	<input type="checkbox"/> E. no response	
<b>Student Response:</b>	<b>Level of Independence:</b>												
<input checked="" type="checkbox"/> A. counts to 10*	<input type="checkbox"/> Level 4												
<input type="checkbox"/> B. counts between 5–9	<input checked="" type="checkbox"/> Level 3												
<input type="checkbox"/> C. counts between 1–4	<input type="checkbox"/> Level 2												
<input type="checkbox"/> D. other	<input type="checkbox"/> Level 1												
<input type="checkbox"/> E. no response													

# **Test Security**

## **Security Requirements**

The security of test materials must be maintained before, during, and after the test administration. Security requirements include making sure that:

- no test materials are to be reproduced
- a documented chain of custody is maintained for all test materials
- all students take the CSAPA tests in a standardized manner per state requirements
- cell phones, digital cameras, video cameras and handheld scanners, are not allowed in the testing room during testing

## **Reproducing Test Materials**

Reproduction of the item protocols and rating forms is not permitted. Student materials may be reproduced for adaptation but must be treated as secure and not stored in the classroom. Any adaptations made to the student materials must be secured with the DAC or destroyed by the district.

## **Chain of Custody**

A Documented Chain of Custody must be maintained for all test materials before, during, and after test administration. The following are chain of custody requirements for the CSAPA administration.

- Examiners must account for and return test materials and adaptations to the SAC for storage in a secure and locked location on a daily basis. Test materials must not be stored in classrooms.
- The SAC is responsible for the distribution of test materials to CSAPA Test Examiners and for the collection of the test materials during the preparations for adaptations and on each day of testing.

# **Standard Conditions for the CSAPA Test Administration**

## **Standard Conditions**

The CSAPA must be administered in a standardized manner. The CSAPA Test Examiner must provide a testing environment with standard testing conditions for all students taking the CSAPA.

## **Preparing the Testing Environment**

The testing environment must be prepared in advance of the test administration to ensure standard conditions are provided for individual administrations for all students taking the CSAPA.

- Remove or cover all reference materials, including, but not limited to, wall charts, visual aids, posters, graphic organizers, and instructional materials that may be perceived as offering assistance in answering test questions.
- Check to be certain the lighting in the room is adequate.
- Ensure that work space is adequate for test materials.
- Eliminate competitive sounds or visual distractions that may divert the student.

## **Preparing for Individual Administration**

The CSAPA Test Examiner must prepare for testing by:

- ensuring that every student has their own item protocol, student materials, and rating form. At no time must a test examiner re-use or record the ratings of more than one student in the item protocol.
- planning ahead by first reading through the items and thinking about the specific needs of the student being assessed. Be sure to consider the student's best communication mode (e.g., verbal, communication board, picture cards, signing, Braille, eye gaze).
- reviewing the indicator being assessed and the levels of independence.
- identifying and securing any adaptations that the student may need to complete the assessment successfully. Such adaptations must be listed in the IEP used regularly in assessment and in place three months prior to the assessment to increase the likelihood of fuller participation by the student.
- securing the materials and resources that are listed at the beginning of each section and in the Test Materials section of this manual.

The CSAPA Test Examiner must prepare students for testing by:

- helping students approach testing in a relaxed, positive way
- encouraging students to put forth their best efforts
- asking the student whether he or she has other needs prior to the beginning of testing
- discussing with the student through verbal interaction, picture cues, signing, etc., what the student will be asked to do, related to each section



## **Responsibilities of the CSAPA Test Examiner**

The primary responsibility of the CSAPA Test Examiner is to provide a standardized, ethical administration of the CSAPA. This will ensure that every student has an equal opportunity to demonstrate what he or she knows and is able to do within standard conditions provided to all students taking the test.

The responsibilities of the CSAPA Test Examiner include:

- reviewing the CSAPA and the *CSAPA Test Examiner's Manual* prior to the test administration
- preparing the testing environment
- preparing the materials for administering the CSAPA
- ensuring all materials are secured at all times per state requirements
- following the schedule for test administration as communicated by the SAC
- following the communication protocol for the school and, if a problem occurs, immediately notifying the SAC
- using only standard, wooden, graphite-based No. 2 pencils to mark student responses and levels of independence on the rating form
- organizing test materials for return to the SAC after each individual administration

# Test Materials

It is important to note that adaptations of materials for the CSAPA should be done in a way that allows the individual student to access the test without changing the construct being assessed.

## Grade 3 Test Materials

<b>Content Area</b>	<b>Resources Provided</b>	<b>Materials Needed</b>
<b>Reading</b>	Item Protocols Student Materials	No. 2 pencil Individualized adaptations
<b>Reading <i>Spanish Version</i></b>	Item Protocols Student Materials	No. 2 pencil Individualized adaptations
<b>Writing</b>	Item Protocols Student Materials	No. 2 pencil Student's preferred writing tool Individualized adaptations
<b>Writing <i>Spanish Version</i></b>	Item Protocols Student Materials	No. 2 pencil Student's preferred writing tool Individualized adaptations
<b>Mathematics</b>	Item Protocols Student Materials Counting Blocks Pages with Graphics Punch-out Manipulatives	No. 2 pencil Writing tool Ruler Individualized adaptations

## Grade 4 Test Materials

<b>Content Area</b>	<b>Resources Provided</b>	<b>Materials Needed</b>
<b>Reading</b>	Item Protocols Student Materials	No. 2 pencil Individualized adaptations
<b>Reading <i>Spanish Version</i></b>	Item Protocols Student Materials	No. 2 pencil Individualized adaptations
<b>Writing</b>	Item Protocols Student Materials	No. 2 pencil Student's preferred writing tool Individualized adaptations
<b>Writing <i>Spanish Version</i></b>	Item Protocols Student Materials	No. 2 pencil Student's preferred writing tool Individualized adaptations
<b>Mathematics</b>	Item Protocols Student Materials Counting Blocks Pages with Graphics Punch-out Manipulatives	No. 2 pencil Writing tool Blank piece of paper Ruler Cup or Container Individualized adaptations

## Grade 5 Test Materials

<b>Content Area</b>	<b>Resources Provided</b>	<b>Materials Needed</b>
<b>Reading</b>	Item Protocols Student Materials	No. 2 pencil Individualized adaptations
<b>Writing</b>	Item Protocols Student Materials	No. 2 pencil Student's preferred writing tool Individualized adaptations
<b>Mathematics</b>	Item Protocols Student Materials Counting Blocks Pages with Graphics Punch-out Manipulatives	No. 2 pencil Writing tool 3 blank pieces of paper Ruler 10 paper clips (1¼ Inch) Individualized adaptations
<b>Science</b>	Item Protocols Student Materials Pages with Graphics	No. 2 pencil Individualized adaptations

## Grade 6 Test Materials

<b>Content Area</b>	<b>Resources Provided</b>	<b>Materials Needed</b>
<b>Reading</b>	Item Protocols Student Materials	No. 2 pencil Individualized adaptations
<b>Writing</b>	Item Protocols Student Materials	No. 2 pencil Student's preferred writing tool Individualized adaptations
<b>Mathematics</b>	Item Protocols Student Materials Counting Blocks Pages with Graphics Punch-out Manipulatives	Blank piece of paper Writing tool Small bag Ruler Individualized adaptations

## Grade 7 Test Materials

<b>Content Area</b>	<b>Resources Provided</b>	<b>Materials Needed</b>
<b>Reading</b>	Item Protocols Student Materials	No. 2 pencil Individualized adaptations
<b>Writing</b>	Item Protocols Student Materials	No. 2 pencil Student's preferred writing tool Individualized adaptations
<b>Mathematics</b>	Item Protocols Student Materials Counting Blocks Pages with Graphics Punch-out Manipulatives	No. 2 pencil Writing tool Blank piece of paper Ruler Small bag 1 Paper clip (1¼ Inch)

## Grade 8 Test Materials

<b>Content Area</b>	<b>Resources Provided</b>	<b>Materials Needed</b>
<b>Reading</b>	Item Protocols Student Materials	No. 2 pencil Individualized adaptations
<b>Writing</b>	Item Protocols Student Materials	No. 2 pencil Student's preferred writing tool Individualized adaptations
<b>Mathematics</b>	Item Protocols Student Materials Counting Blocks Pages with Graphics One Rolling Die	4 blank pieces of paper (8½" × 11") Writing tool Ruler
<b>Science</b>	Item Protocols Student Materials Pages with Graphics	No. 2 pencil Individualized adaptations

## Grade 9 Test Materials

<b>Content Area</b>	<b>Resources Provided</b>	<b>Materials Needed</b>
<b>Reading</b>	Item Protocols Student Materials	No. 2 pencil Writing utensil Individualized adaptations
<b>Writing</b>	Item Protocols Student Materials	No. 2 pencil Student's preferred writing tool Individualized adaptations
<b>Mathematics</b>	Item Protocols Student Materials Counting Blocks Pages with Graphics	No. 2 pencil Writing tool 2 Blank pieces of paper Ruler Individualized adaptations



## Grade 10 Test Materials

<b>Content Area</b>	<b>Resources Provided</b>	<b>Materials Needed</b>
<b>Reading</b>	Item Protocols Student Materials	No. 2 pencil Writing utensil Individualized adaptations
<b>Writing</b>	Item Protocols Student Materials	No. 2 pencil Student's preferred writing tool Individualized adaptations
<b>Mathematics</b>	Item Protocols Student Materials Counting Blocks Pages with Graphics Rolling Dice	No. 2 pencil Writing tool 2 blank pieces of paper String or yarn (3 feet long) Ruler Individualized adaptations
<b>Science</b>	Item Protocols Student Materials Pages with Graphics	No. 2 pencil Individualized adaptations

# **Adaptations**

## **Making the CSAPA Accessible to Students**

The Colorado Student Assessment Program Alternate (CSAPA) is intended to be accessible to and useable by students with significant cognitive disabilities, identified through the Individualized Education Plan (IEP) process, who require an alternate measurement of their learning toward Colorado reading, writing, mathematics, and science standards. Educators may need to provide adaptations to the materials based on each student's individual needs. Adaptations of materials by size or contrast levels, use of concrete rather than two-dimensional testing materials, and assistive technology devices are types of adaptations that make test materials accessible to the student and/or allow the student to respond to the test materials. Additionally, those adaptations must be documented on the student's IEP and be in place during classroom assessments to ensure that the student is at ease using these adaptations successfully. Supplementary adaptations may enhance a teacher's ability to present the materials and/or a student's ability to respond to task requirements; however, the content of an item must not be changed by the use of an adaptation, as that would be considered a modification of the item and would therefore invalidate it. For each item the teacher will need to be aware of the indicator being assessed in order to ensure that the adaptation will not interfere with what is being measured.

## **Data Grid**

On the data grid the type of adaptation data collected is documented in the following areas: (please note more than one adaptation may be bubbled)

- None
- Assistive technology
- Braille
- Eye gaze
- Modified picture symbols
- Objects
- Sign Language
- Translation into student's native language (math, science, and writing only)
- Other

## **Examples of Adaptations**

- Assistive technology devices include both high technology and low technology. For example, Dynavox, switches, E-tran board, velcro boards, etc.
- Modified picture symbols include any modifications of the student materials such as enlarged pictures and/or pictures of real objects.
- Objects are any materials presented as 3-dimensional objects or representative objects.
- Sign language is bubbled if used for both presentation and response.

### **NOTES:**

**Translating CSAPA into the student's native language for the reading assessment changes the construct being measured and is therefore not allowed. Translation as an adaptation for math, science, and writing is allowable if the IEP team decides it gives the student access to the assessment and an opportunity to show their content knowledge.**

**The use of a scribe as an adaptation for writing is not allowed as it changes the construct of what is being measured. For writing, the IEP team may consider providing the student with a wide variety of picture symbols, letters of the alphabet, assistive technology, or the use of a computer.**

## Part 2

### Test Administration

To administer the CSAPA items the test examiner must follow these steps:

1. Gain the student's attention.
2. Read the prepare statement in order to determine how the item should be set up for the student being assessed.
3. Read the first prepare statement. This prepare statement is used to engage the student to the individual item.
4. Read any parts of the student worksheet as directed by the prepare statement.
5. Read the second prompt.
6. Follow the Level of Independence Protocol.

### Administration of Reading, Writing, Math, and Science

The CSAPA Reading, Writing, Math, and Science assessments are rated to reflect both the Student Response and the Level of Independence a student requires to respond to the items.

The examiner will administer the test items and record the Student Response and the Level of Independence in the test book during the test administration. Test Examiners must use one rating form and one item protocol per student, recording multiple student responses in one item protocol book will result in a misadministration.

The table (on page 17) is the CSAPA **Level of Independence Protocol**, which describes increasing levels of support used to engage a student.

**For administering and rating the CSAPA, consider the following important points:**

- Test examiners **must not provide unintentional leading**.
- If the student responds with something other than what is requested, the test examiner should record the student's response as "other".
- If the student does not respond, the test examiner must assume that the student is not engaged.

**NOTE: To ensure the most accurate student performance information, it is important that every item be rated and that only one Student Response and one Level of Independence is marked for each item, as seen in this example:**

Student Response:	Level of Independence:
<input checked="" type="checkbox"/> A. counts to 10*	<input type="checkbox"/> Level 4
<input type="checkbox"/> B. counts between 5–9	<input checked="" type="checkbox"/> Level 3
<input type="checkbox"/> C. counts between 1–4	<input type="checkbox"/> Level 2
<input type="checkbox"/> D. other	<input type="checkbox"/> Level 1
<input type="checkbox"/> E. no response	

# Level of Independence Protocol

LEVEL 4 INDEPENDENT	LEVEL 3 PARTIAL INDEPENDENCE	LEVEL 2 LIMITED INDEPENDENCE	LEVEL 1 NO RESPONSE
Perform task independently	Perform task with partial independence	Perform task with limited independence and requires modeling	Mark this only when the student is unable to respond/complete the task even after Level 2.
Critical Question: Is the student engaged and able to independently complete this task correctly or incorrectly?	Critical Question: Is the addition of information to personalize and/or contextualize the item enough for the student to be engaged and able to complete this task correctly or incorrectly?	Critical Question: Is the student able to replicate the task correctly or incorrectly if they are shown the answer or procedure?	
The student is fully engaged and performs the task independently and does not require assistance; or at most requires refocusing.	The student becomes engaged and is able to perform the task without being shown/told the answer.	The student is able to perform the task only after being shown/told what the answer is	
<b>Protocol:</b> Follow the item prompt on the Examiner's Page, using the student's usual mode of expressive communication**.  If the student does not respond to the prompt: • repeat the same item prompt, or • simplify***	<b>Protocol:</b> If the student is not engaged after Level 4 :  provide the student with additional information to encourage engagement in the task OR ask questions which encourage the student to think further about the task	<b>Protocol:</b> If the student is not engaged after Level 3:  direct the student to the answer by modeling correct response, such as using a: • verbal prompt; OR • gestural prompt; OR • physical prompt  The student must then independently provide a response (correct or incorrect).	
• Mark Level 4 • Mark Student Response (Incorrect or Correct) OR GO ON to Level 3 if student is unable to respond/complete the task	• Mark Level 3 • Mark Student Response (Incorrect or Correct) OR GO ON to Level 2 if student is unable to respond/complete the task	• Mark Level 3 • Mark Student Response (Incorrect or Correct) OR GO ON to Level 1 if student is unable to respond/complete the task	• Mark Level 1 • Mark "No Response"

**\*\*Expressive communication-** includes writing, speaking, eye gaze, signing, use of communication devices, pointing to, touching.)

**\*\*\*simplify-** unfamiliar terminology used in the item prompt using synonyms which provide the student opportunity to demonstrate skill/understanding without invalidating the construct

# Transferring Information to Rating Form

A separate bubble rating form has been provided per grade and reflect the content in each grade. After you finish the assessment with the student, and the information is recorded in the protocol, you will need to transfer the information to the bubble rating form. It is very important that each field on the rating form is filled in completely and correctly. The rating form for each individual student assessment booklet must be completed only for the content areas the student was tested in.

The table below incorporates a set of guidelines for transferring content area information from the protocol to the Rating Form. On page 19 is a set of guidelines for filling in the data fields on the back cover of the Rating Form.

## ALERT:

Test Examiners must be cautious when transferring information from the Test Protocol to the Rating Form.

Here are some simple steps:

- A)** Transfer the Student Responses by filling in the response the student has provided for each item or test question.

Protocol

### Student Response:

- ☒ A. indicates \*
- ☐ B. indicates green
- ☐ C. Indicates yellow
- ☐ D. indicates blue
- ☐ E. other
- ☐ F. no response

Rating Form

Student Responses						
	O	NR				
1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Note: In the rating form O = Other NR = No response

- B)** Transfer the Levels of Independence by filling in the appropriate level of independence of the student when responding to each item or test question. In the Protocols the levels of independence are 4, 3, 2, 1, but in the Rating Form they are 1, 2, 3, 4 (reversed).

Protocol

### Level of Independence:

- ☒ Level 4
- ☐ Level 3
- ☐ Level 2
- ☐ Level 1

Rating Form

Level of Independence				
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Data Fields on back cover of Rating Form  
(Examples below)**

ADAPTATIONS (Mark all that apply)	<p>Fill in a bubble for any/all adaptations that were used with the student for this content area. * There is no default code. A bubble must be filled in.</p>
TEST INVALIDATION (Mark one <b>only</b> )	<p>0 = Student tested all activities for the content area in the test booklet. This will be the correct choice for most students. 4 = Student's parent did not allow their child to take the CSAPA. 5 = Student did not complete the test due to absence, illness, sharing answers, or other extenuating circumstances. 6 = Student withdrew from the district before completing all activities. 9 = Test invalidated because of misadministration by the Assessment Administrator. Refer to page 73 of the 2007–2008 Procedures Manual for the Colorado Student Assessment Program for further detailed explanation. A = Student received a label and materials for CSAPA, but is taking the CSAP in the content area. B = The student has a fragile medical condition that prevents him or her from taking CSAPA during the entire testing window. This is rare.</p>

R (mark all that apply)	W	ADAPTATIONS	M (mark all that apply)	R (mark one)	W	TEST INVALIDATION	M (mark one)
<input type="radio"/>	<input type="radio"/>	None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Student tested all activities	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	Assistive technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Parental refusal	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	Braille	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Test not completed	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	Eye gaze	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Withdrew before completion	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	Modified picture symbols	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Misadministration	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	Objects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Taking CSAP Assessment	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	Sign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	District ed. services	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	Translation into student's native language	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>	Other	<input type="radio"/>				

## **Part 3**

### **Preparing Test Materials for Return to the School Assessment Coordinator (SAC)**

#### **Checking Student Test Materials**

After testing is complete, the CSAPA Test Examiner must check students' test books to ensure the following:

- The student's name, the teacher's name, and the school and district names are filled in properly (with a No. 2 pencil) on the front cover of each student's test book.
- All Rating Forms are placed in alphabetical order.

#### **Organizing and Processing Test Materials**

The CSAPA Test Examiner should check to make sure that:

- All Rating Forms are returned
- All adaptations to the student materials are returned to the SAC as secure test materials.
- Item protocols for each content area are returned.

Once these requirements have been fulfilled, the CSAPA Test Examiner should return all test materials and any unused materials to the SAC.

#### **Return Test Materials to the DAC**

The SAC is responsible for returning all test materials to the District Assessment Coordinator (DAC).





