

**THE EARLY ASSESSMENT PROGRAM
TESTING DIRECTOR'S GUIDEBOOK**

2007 - 2008

California State University

and

Educational Testing Service

MARCH 2008

**THE EARLY ASSESSMENT PROGRAM
GUIDE TO ADMINISTRATION**

Table of Contents

SECTION ONE

The Early Assessment Program (EAP).....	2
Purposes of EAP Early Assessment of Readiness for College	2
Why Students Should Participate in the EAP.....	3

SECTION TWO

Instructions for Administration of the EAP Grade 11 Mathematics Test	4
Instructions for Administration of the EAP Grade 11 English Test.....	5
Instructions for Administration of the EAP Grade 11 Essay	8
EAP District and School Coordinator Responsibilities.....	14

SECTION THREE

EAP Student Reports.....	20
EAP Online Reporting for Students.....	20
EAP Online Reporting of School and District Results	20
EAP Online Supplemental Resources	20

Note: The Guidebook is available on the Web at:
http://www.calstate.edu/eap/testing_and_results.shtml

SECTION ONE

The Early Assessment Program

The Early Assessment Program (EAP) is a nationally recognized collaboration involving the State Board of Education (SBE), the California Department of Education (CDE), and the California State University (CSU).

It provides the opportunity for students to learn about their readiness for college-level English and mathematics in their junior year of high school, and it facilitates opportunities for them to improve their skills during their senior year.

The EAP includes a voluntary 11th grade assessment that combines CSU placement standards with California's high school content standards. This early assessment identifies whether a student is prepared for college at a point when students have the time to gain additional needed preparation while enrolled in 12th grade.

The benefits include earning an exemption from CSU English and mathematics placement tests upon admission to any of the 23 CSU campuses.

While not a part of the California statewide Standardized Testing and Reporting (STAR) Program, the EAP is administered at the same time.

To participate in the CSU Early Assessment of Readiness for College English program (EAP English) students take the Grade 11 California Standards Test (CST) for English-Language Arts (ELA), an additional 15 multiple-choice EAP English questions, and write an essay. The score for the EAP English is based upon approximately 40 multiple-choice questions from the CST for ELA in conjunction with the EAP multiple-choice questions and the essay.

For the EAP Mathematics, students take 15 multiple-choice EAP Mathematics questions and either the CST for Algebra II or Summative High School Mathematics. The score for the EAP Mathematics is based upon approximately 40 multiple-choice questions from the CST and the 15 EAP questions.

Purposes of EAP Early Assessment of Readiness for College

The goal of the Early Assessment Program is to help California high school students become fully prepared for college-level study or for entrance into the workforce.

The Early Assessment Program:

- Provides an early signal – it tells students, families and high schools whether students are prepared for college-level work in English and mathematics.
- Alerts students about needed actions – it informs students about what they can do to achieve readiness in English and/or mathematics before entering the CSU.
- Encourages 12th grade interventions – it motivates students to take needed steps in 12th grade and helps schools to provide opportunities for them to achieve college readiness.

Why Students Should Participate in the EAP

The CSU encourages all eligible students to participate in the EAP. Benefits of the EAP include the following:

- Adjusting senior-year coursework to prepare for college-level work
- Avoiding time and costs of college remediation that do not count toward a degree
- Earning an exemption from CSU-required English and/or mathematics placement tests.

SECTION TWO

Instructions for Administration of the EAP Grade 11 Mathematics Test [from the CST Grades 9, 10 & 11 Directions for Administration (DFA) pages 49 & 50]

Eleventh grade students taking the Algebra II or Summative High School Mathematics CSTs have the option of participating in the California State University (CSU) Early Assessment Program (EAP) by completing the Early Assessment of Readiness for College Mathematics. The benefits of completing the EAP include the possibility of earning an exemption from the CSU Entry Level Mathematics (ELM) placement test required for entering freshmen.

The time for Part 2 of the Algebra II and Summative High School Mathematics CSTs has been extended by an estimated 15 minutes to allow students time to complete 15 additional mathematics questions identified in the test booklets and on answer documents in the section having a circle with the letters EAP inside. Since only eleventh grade students may complete the EAP for mathematics, ninth and tenth grade students or eleventh grade students who are not completing the additional EAP questions should be prepared to work on a quiet activity for an estimated, additional 15 minutes. Just as the California Standards Test is untimed, with an estimated 90 minutes for administration, the EAP mathematics is an untimed test.

FOR ALL MATHEMATICS TESTS.

SAY At this time, all eleventh graders taking either the Algebra II test or the Summative High School Mathematics test are eligible to take the additional 15 test questions at the end of Part 2. These questions are offered as part of the Early Assessment program (EAP), a joint program of the California Public Schools and California State University (CSU).

The Early Assessment of Readiness for College Mathematics consists of the following 15 test questions and selected questions from the Algebra II or Summative High School Mathematics test you have just taken. By completing the optional questions, you may earn an exemption from the CSU Entry Level Mathematics placement test that is required for all entering freshmen.

Are there any questions?

T*

**"T" in a "SAY" box means it may be translated when testing English learners.*

ANSWER ALL QUESTIONS.

SAY If you wish to answer the next 15 questions, locate the section for these questions on your answer document. Look for a circle with the letters EAP inside. This section is immediately under the test section you just completed.

To the right of where you will mark your answers is a statement that specifies that you are voluntarily completing these 15 questions. There is a circle to mark, if you want your Early Assessment Program results provided directly to the California State University System. The test results will be used only if you apply and are admitted to a CSU campus. Following your application and admission to a CSU, the results will be used to determine whether or not you will be required to take the mathematics placement test that is required for all entering freshmen. If you apply and are admitted to a CSU campus, but have not marked the circle, you will need to supply a copy of the EAP results letter that you will receive at the start of your senior year.

T

Hold up an answer document with the Readiness for College Mathematics – EAP Supplement facing the students. Be sure that all students are in the correct place on their answer documents.

SAY Read the directions carefully. Choose the best answer for each question and mark the space for the answer you have chosen. When you are finished, close your test booklet and answer document.

Are there any questions?

T

Answer all questions. Any students who have finished the Mathematics Standards Test and do not elect to answer the EAP questions may engage in a quiet activity while waiting for the other students to finish.

After all questions have been answered,

SAY You may begin working now.

T

This part of the test is untimed. Students will need a minimum of 15 minutes.

Instructions for Administration of the EAP Grade 11 English Test - Administering EAP in English [from the CST Grades 9, 10 & 11 DFA pages 21 & 22]

Eleventh grade students have the option of participating in the California State University (CSU) Early Assessment Program (EAP) by completing the Early Assessment of Readiness for College English. The benefits of completing the EAP include the possibility of earning an exemption from the CSU English Placement Test (EPT) required for entering freshmen.

The time for Part 2 of the Grade 11 English-Language Arts (ELA) CST has been extended by an estimated 15 minutes to allow students time to complete 15 additional ELA questions identified in the test booklets and on answer documents in the section having a circle with the letters EAP inside. Only eleventh grade students may complete the EAP for English. Students completing the EAP multiple-choice questions must also complete the EAP essay. Students not completing the additional EAP questions should be prepared to work on a quiet activity for the additional estimated 15 minutes. Just as the California Standards Test is untimed, with an estimated 100 minutes for administration, the EAP English is an untimed test.

FOR GRADE 11 ENGLISH TEST

SAY At this time, all eleventh graders are eligible to take the additional 15 English-Language Arts test questions that follow Part 2. These questions are offered as part of the Early Assessment Program (EAP), a joint program of the California Public Schools and California State University (CSU). The Early Assessment Program: Readiness for College English consists of the following 15 test questions and selected questions from the English–Language Arts Test you have just taken. In addition, an EAP essay test, administered in March 2008, is required. By voluntarily completing the next 15 questions and the essay, you may become exempt from taking the English Placement Test if you are admitted to a California State University.

T Are there any questions?

Answer all questions.

SAY If you wish to answer the next 15 questions, locate the section for these questions on your answer document. Look for a circle with the letters EAP inside. This section is immediately under the test section you just completed. To the right of where you will mark your answers is a statement that specifies that you are voluntarily completing these 15 questions. There is a circle to mark, if you want your Early Assessment Program results provided directly to the California State University System. The test results will be used only if you apply and are admitted to a CSU campus. Following your application and admission to a CSU, the results will be used to determine whether or not you will be required to take the English Placement Test that is required for all entering freshmen. If you apply and are admitted to a CSU campus, but have not marked the circle, you will need to supply a copy of the EAP results letter that you will receive at the start of your senior year.

T

Hold up an answer document with the EAP Readiness for College English—EAP Augmentation section facing the students. Be sure that all students are in the correct place on their answer documents.

SAY Read the directions carefully for each group of questions. Choose the best answer for each question, and mark the space for the answer you have chosen. When you are finished, close your test booklet and answer document.

T Are there any questions?

Answer all questions.

After all questions have been answered,

SAY You may begin working now.

T

This part of the test—the EAP augmentation to the California English–Language Arts Standards Test—is untimed.

After all students have closed their test booklets,

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

T

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

T

This is the end of the California English–Language Arts Standards Test. Students who have not finished Part 2 of CST ELA or the EAP augmentation must be allowed to do so. Have an adult escort the students who need more time to finish to the quiet room set up by the STAR test site coordinator.

Instructions for Administration of the EAP Grade 11 Essay [taken from the EAP DFA]

The Early Assessment Program (EAP) is an opportunity for students in grade 11 to obtain information about their readiness for college-level English and mathematics. One of the benefits of this program is earning an exemption from the CSU English and mathematics placement tests upon admission to the CSU. To participate in the Early Assessment of Readiness for College English and mathematics – the Early Assessment Program, students must complete the CST grade 11 English Language Arts test, take the additional 15 multiple-choice test questions at the end of the test and complete the EAP essay. In addition, students can participate in the EAP math by completing the CST Algebra II or High School Summative Mathematics test and the additional 15 multiple-choice test questions at the end of the test.

The spring 2008 essay-testing window is from March 4 through March 31. If upon receipt of your EAP essay booklets you realize you do not have enough testing materials to test all your students you can place a supplemental order as late as March 26th.

Important Information

The EAP essay-testing window is March 4th through March 31st. It is important that the essays are returned to the STAR Scoring and Processing Center no later than April 7th. Essays returned after that date will not be scored.

About These Directions for Administration

This document provides school test administrators directions for administering the Early Assessment Program (EAP) English essay test. **The essay must be completed between March 4th and March 31st.** Only eleventh grade students are eligible to participate in the EAP English and take the essay. Please read the information in this booklet and follow the directions given.

Spring Break

If spring break occurs within the 21-day window, testing dates may be scheduled before and after the break to comply with the rule that the multiple-choice tests be administered ten instructional days before and after the 85% date. The 21-day window may not be changed. **Districts are encouraged to schedule all testing, including make-ups, either before or after the spring break, if possible.** If it is necessary to schedule some tests before and some tests after the break, schools should take extra precautions with the security of testing materials over spring break.

Late Testers

Late testers are districts that have approved State Board of Education waivers to operate non-standard school years that span fiscal years. The 21-day window for some students in these districts may be in July and August 2007.

EAP Essay Materials

- Essay Topic Booklets: Order one EAP essay topic booklet for each student taking the EAP English.
- Essay Response Booklets: Order one EAP essay response booklet for each student taking the EAP English.
- Manual: Order one *EAP Essay Directions for Administration* for each examiner administering the EAP essay.

The EAP Essay Topics and Response booklets are available in Braille and large print versions.

Directions for Administering the EAP Essay

This document provides school test administrators directions for administering the Early Assessment Program (EAP) English essay test. **The essay must be completed between March 4th and March 31st.** Only eleventh grade students are eligible to participate in the EAP English and take the essay. Please read the information in this booklet and follow the directions given.

Test Security

The essay prompts and prompt booklets for the EAP English are secure materials. Do not permit any unauthorized copying or reusing of the prompts or booklets.

Test Administrator Materials

- Directions for Administration of the Essay (this booklet)
- EAP English essay prompt booklets, one for each student plus one for demonstration
- EAP English response booklets (either blank or pre-printed with bar codes)
- Sharpened soft-lead (No. 2) pencils with erasers (2 per student plus extras)

Student Materials

- An EAP English essay prompt booklet (also available in Braille versions)
- An EAP English response booklet (also available in large-print version combined with prompt)
- Two soft-lead (No. 2) pencils with erasers

Braille and Large-Print Tests

Use these directions to administer the Braille or large-print versions of the essay. Student responses must be transcribed into a regular-sized student response booklet and sent in with all other responses.

Demographics Information

The front of the EAP English response booklet includes spaces to provide student demographic information that will be used to match the student's essay with the multiple-choice questions. If your district submitted a Pre-ID file, you will receive response booklets pre-printed with a bar code or will receive labels to affix to the students' booklets. If your district did not use the Pre-ID service, all demographic information on the response booklets must be hand-graded to match the students' grade 11 STAR answer documents. In all cases, students must hand-grid the version number of the essay. The following are the demographic fields on the Early Assessment of Readiness for College English Essay:

5	Name: last, first, middle initial	7	Grade
3	Date of Birth	11	Student ID Number
4	Version	12	CSIS Student Number
6	Gender		

Your STAR test site coordinator should have copies of this information, except for the version number of the essay, from the STAR answer documents. *It is essential that these fields match exactly on both the STAR answer document and the EAP English response booklet.*

Testing Procedures

Before the Test:

- Make sure the physical conditions in the testing room are satisfactory. There should be adequate lighting for all students, and students should be seated so that there is enough space between them to minimize opportunities to look at each other's work.
- Ensure that the essay prompts are kept secure before, during, and after testing.

Test Administration Time: Students will have 45 minutes to plan and write their essays.

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. If you make a mistake in reading a direction, stop and say, "**No, that is wrong. Listen again.**" Then read the direction again.

SAY I will give you each an EAP response booklet now. Do not make any marks until told to do so
--

Distribute the EAP response booklets.

- Make certain you have a copy of the essay prompt booklet and the student response booklet for demonstration purposes.
- Be sure all desks are cleared of books and other materials not needed for the test. See that each student has two soft-lead (No. 2) pencils with erasers.
- Distribute the student response booklets with the front cover (demographics page) facing up. If your district used the Pre-ID Service, be sure that each student receives the response booklet with his or her name on it. **It is essential that no student use a booklet that is identified with the name of another student.**

Completing the Demographic Information

If your district used the Pre-ID Service, your test site coordinator may give you instructions to have student's fill-in specific demographic information if this information was not in the Pre-ID file. In addition, you may have students who did not receive a Pre-ID test booklet, and these students must complete all demographic information. Begin reading instructions on page 4 at "Pre-ID Start Here."

If your district did not use the Pre-ID Service, students must grid all the demographic information on the response booklet. Answer any questions students may have about completing the demographic information.

Please read the following aloud.

SAY Please print your name, teacher’s name, school name, and district name in the box numbered 1 at the top of the page.

Are there any questions?

T

Please answer any questions the students may have. Allow students enough time to complete section 1 on the response booklet. When they have finished please read the following aloud.

SAY Please locate box number 3 on your response booklet. Fill-in the circle next to the month in which you were born. Then write in the day you were born in the boxes under the word day and fill-in the circles that correspond with that date. Next write the year you were born in the two boxes under the word year and fill-in the circle next to the 19 just below that box and the numbers that correspond to the year you were born.

Are there any questions?

Please leave box number 4 blank for right now. We will fill that in a little later.

Next locate the box number 5. Please write your last name, first name and middle initial in the boxes provided. After you have done that please fill-in the circles under each letter that correspond to that letter. For example if your last name is “Smith” you would write the letters “S” in the first box, “m” in the second box, “I” in the next box and so on. Once you have done that you go back to the first box and look for the circle with an “S” in the center of it in the first row of circles and fill in that circle. Then you do the same for the rest of your name.

Are there any questions?

Next locate box number 6 – Gender. Fill-in the circle that identifies your gender. Next to the box number 6 is box number 7 – Grade. Please fill-in the circle located in this box if you are in grade 11.

Are there any questions?

Next locate box number 11 – Student ID Number. Please write in your student ID number in the box. Then fill-in the circles directly under each number that corresponds to the number in the box.

Are there any questions?

Next locate box number 12 – CSIS Student Number. Please write in your CSIS Number in the box. Then fill-in the circles directly under each number that corresponds to the number in the box.

Are there any questions?

Pre-ID Start Here

There are 3 versions of the EAP English Essay Prompts, please distribute the booklets in random order. Please read the following aloud.

When the students have finished gridding the version number and are ready to begin, tell them that they will have 45 minutes to plan and write their essays. Instruct the students to open their essay prompt booklets, read the directions, and begin working.

SAY Now I (we) will distribute the EAP English Essay Prompt Booklets. Do not open these booklets until you are told do so.

Does everyone have an EAP English Essay Prompt booklet? Please locate box number 4 on your Essay Response Booklet. The one you were just filling in the circles on. Now on the EAP English Essay Prompt booklet locate the version number. The version number is located in the upper right-hand corner of the Essay Prompt booklet. Fill-in the corresponding version number on your response booklet in box number 4.

Are there any questions?

T

SAY You will have 45 minutes to plan and write the essay. When you open your essay prompt booklet please read the directions carefully before you begin writing. You may open your booklets and begin writing now.

T

While the students are working, walk around the room to make sure that they are following directions, but do not help them write their responses.

When 45 minutes have passed, tell students to put down their pencils, stop working, and to close their essay booklets and their response booklets.

SAY Stop working. Put down your pencils and close your essay booklets and response booklets. Please put your essay response booklet on top of your essay prompt booklet. I (we) will be by to pick up the booklets from you now.

Once you have collected the response booklets please read aloud the following.

SAY Please remember you will need to take the CST ELA test and the 15 additional EAP test questions that are located in your CST ELA test book to receive an EAP status.

T

Collecting the Materials

Collect the essay prompt booklets and response booklets together from each student. Do not have them pass the booklets to the front of the room. Count the booklets to make sure you have both an essay prompt and a response booklet for each student.

After the Test

1. Inspect each student response booklet carefully, paying particular attention to the following:
 - If the district used the Pre-ID Service for students' response booklets, demographic information provided on the Pre-ID file should not have been hand-gridded on the booklet. However, if information in the Pre-ID file was also hand-gridded on the response booklet, do not erase the hand-gridded information; the data in the Pre-ID file will override it.
 - If the district did not use the Pre-ID Service and all demographic information was hand-gridded, check that all hand-gridded information is complete and accurate.
 - Make sure that every student gridded the version number of the essay correctly.
2. Ensure that a response booklet has been transcribed for any student who used Braille or large-print materials.
3. If a completed response booklet has been damaged or torn, the student information and essay response from the damaged booklet must be transcribed to a new booklet. When transcribing is complete, use a black marking pen to mark the old document with "VOID – Transcribed to New Form." Give the old response booklet to the STAR test site coordinator to return with the unused test materials/non-scorable.
4. If a response booklet is BLANK even if Pre-Id, use a black marking pen to mark the document with "VOID – BLANK." Give the response booklet to the STAR test site coordinator to return with the unused test materials/non-scorable.
5. Pack and return all test materials to your STAR test site coordinator immediately after testing is completed.

EAP District and School Coordinator Responsibilities – Taken in Part from the STAR District and Test Site Coordinator Manual (pgs. 8 – 10.)

In general, the **district STAR coordinator** is responsible for securing testing materials upon receipt, distributing testing materials to schools, tracking the materials, answering questions from test site coordinators, receiving scorable and non-scorable materials from schools after an administration, and returning the materials to the STAR contractor for processing.

In general, the **test site coordinator** is responsible for making sure the school has the proper testing materials, distributing testing materials within a school, securing materials during the administration period, answering questions from test examiners, packaging materials to be returned to the district after testing, and returning the materials to the district.

District STAR Coordinator EAP Essay Responsibilities [taken from the STAR District and Test Site Coordinator Manual, page 40]

Before Testing

Manage Test Security.

- Identify a secure, lockable area for test materials.
- Secure all materials, and notify others of the location.

Coordinate Distribution of Testing Materials.

- Receive the materials in a separate box.
- Inventory shipment to verify that all cartons were received for all district test sites and that the district coverage is complete, because the district STAR coordinator is responsible for the security of all district materials—including the district coverage—and needs to account for all materials before they are returned for scoring.
- Place supplemental order, if needed.

Ship Testing Materials to Schools.

- Distribute materials to all district schools/test sites to arrive no more than 10 or fewer than 5 working days before the first day of testing.
- Forward Braille and large-print test materials to students' new schools if students transferred before testing begins.

During Testing

Provide Assistance to Test Site Coordinators as Needed.

- Assist test site coordinators with handling emergency situations that disrupt the test administration.

After Testing

Collect and Inspect Materials from Test Sites.

- Receive scorable and non-scorable materials from test site coordinators.
- Inspect a sample of the boxes collected from schools, making sure that:
 - Answer documents were bundled properly.
 - SGID sheets were filled out properly.
 - Scorable materials are in a box with a magenta label and non-scorable materials are labeled yellow.

PREPARE DISTRICT SHIPMENT

EAP Materials to Return–District

Early Assessment of Readiness for College English: Essay	
Scorable Materials Boxes with Magenta Labels <i>Return to STAR Scoring Center, Iowa City, Iowa</i>	Non-scorable Materials Boxes with Yellow Labels <i>Return to STAR Processing Center, Cedar Rapids, Iowa</i>
_____ Completed EAP Writing Master File Sheet _____ Completed School and Grade Identification Sheet (SGIDs) banded with Response Booklets to be scored	_____ Essay Prompt Booklets _____ Voided Response Booklets

Coordinate Shipping.

Important: Use only the freight carrier assigned to you. Do not use another carrier or U.S. mail to ship materials. The addresses are on the magenta and yellow labels.

- Prepare to ship all cartons **no later than April 7.**
- Determine the designated freight carrier by reading the Instructions for Return of Materials in the freight kit that accompanied the shipment of test materials the district received.
- Complete district information on address labels then attach the carrier labels to boxes, ensuring that the magenta or yellow labels are completely visible.
 - Contact the freight carrier whose telephone number is listed on the bill of lading to schedule pickup of materials. Provide a contact name, number, address, pickup hours, and pickup location.
 - Be present or designate someone to be present for pickup.
- Have all boxes in the appropriate pickup location.
 - Confirm that the materials were picked up as scheduled. If not, call STAR TAC at 800-955-2954 to report the delay. **The district STAR coordinator is responsible for verifying that the district shipments have been picked up for return to the contractor.**
- File copies of shipping paperwork.

Test Site Coordinator EAP Essay Responsibilities [taken from the STAR District and Test Site Coordinator Manual, pages 63-65]

Before Testing

Manage Test Security.

- Identify a secure, lockable area for test materials.
- Secure all materials, and notify others of the location.

Coordinate Test Materials Received from the District.

- Inventory materials when they are received from the district STAR coordinator.
- Contact the district STAR coordinator to report any discrepancies or to request additional materials.
- If large-print or Braille tests were ordered, verify that they are received. If any student for whom a large-print or Braille test was ordered has left the school, and the student transferred to another school within the district, work with the district STAR coordinator to transfer the special version materials to the student's new school.

Organize the Testing Environment.

- Identify test examiners, proctors, and testing locations.
- Schedule the essay administration.
 - Allow, at minimum, a class period for the essay administration. An estimated 45 minutes is the amount of time that students will need to respond to the essay prompt.
 - The essay may be administered throughout the day or on consecutive days to students in different classes if all periods do not meet every day and the essays are being completed in regular classes.
 - All essay administration must be completed **March 31, 2008**.
- Notify grade 11 students of the testing time and locations.

Distribute Materials to Test Examiners.

- Distribute sets of materials to test examiners. Sets of materials must include a DFA, Response Booklets, and Essay Prompt Booklets.
- Ensure that test examiners receive large-print and Braille tests when appropriate.

During Testing

Monitor the Test Administration.

- Check materials out from test examiners, and check them back in at conclusion of testing. Locate any missing materials. Contact the district STAR coordinator if materials cannot be located.
- Be available to answer questions from test examiners as they arise.

Manage Emergency Situations.

If an emergency situation occurs during the administration of any test, the first consideration must be for the safety of the students and staff. Test examiners should be advised to ensure that students are safe and then secure testing materials, if it is safe for the examiner to do so. When the emergency situation has been resolved, update the district STAR coordinator about what has happened.

Types of emergencies include (but are not limited to):

- Electrical Outages** — If there is sufficient light to continue testing, students should continue working on the test. If there is insufficient light, the test examiner should collect and secure the test materials until they can be returned for central storage. Testing should continue when electricity is restored or on a subsequent day as appropriate.
- Natural Disasters** (like earthquake or fire) — Test examiners should follow the school/site’s procedures. Test materials should be left on students’ desks and the room locked, if the building is being evacuated and locking the room does not endanger students or staff. When it is safe to do so, testing may resume or materials should be collected and secured to resume testing on a subsequent day.
- Student Illness** — If a student vomits, or bleeds on a Response Booklet, place the booklet or document in a plastic bag for return with non-scorables. Transcribe the soiled answer document information onto a blank Response Booklet.
- Student Medical Absence** — Work with test examiners to grid Section A2, option “F”, on student Response Booklets for students who became ill and could not complete a test.

After Testing

Collect and Process Testing Materials.

- Collect all test materials. Verify all testing materials have been returned.
- Separate Response Booklets to be scored from all other materials. Booklets are to be submitted for scoring only for students who were present.
- Ensure that any booklets that have torn edges are transcribed to new booklets by the students.
- Remove any sticky-notes or paper clips from Response Booklets.

Count Testing Materials.

- Verify that the number of booklets to be scored plus the number of all non-scorable booklets not to be scored (unused and voided) equals the number of booklets received at the school/test site. If the number is not equal a security breach may have occurred.

Correctly Package Scorable Materials.

- Use the original cartons in which materials were received to package and return materials to the district.
- Complete only the **front page** of an SGID following the directions in the Completing SGID Forms on page 21 of the STAR District and Test Site Coordinator's Manual.
- Use a paper band to secure completed secure completed SGID sheets on top of the Response Booklets to be scored.
- Complete the EAP Writing Master File Sheet and place it on top of the banded set of booklets.
- Place the banded set of documents and the EAP Writing Master file sheet into a carton. See figure 1 below.
- Record the school/test site information on a magenta return address label and affix it to the carton of Response Booklets to be scored.
- Set the completed carton(s) of scorable booklets aside and move to the non-scorable materials.

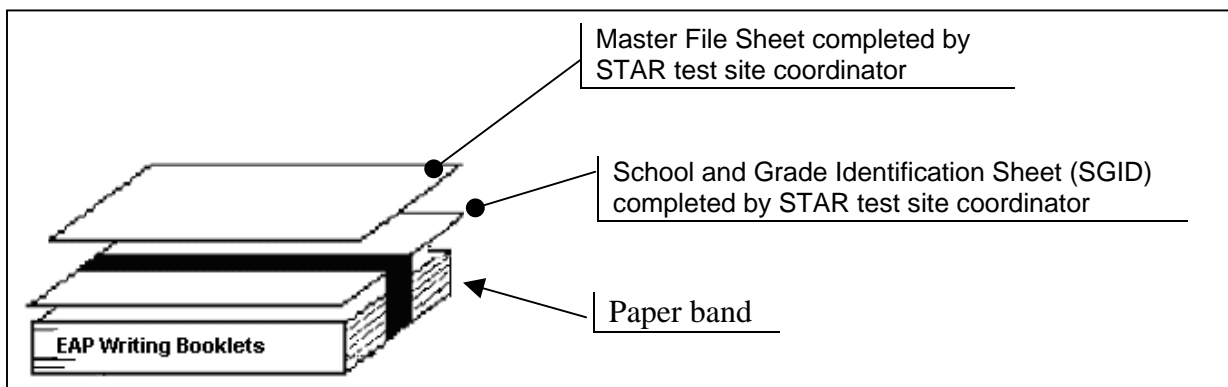
Correctly Package Non-scorable Materials

- Place **all** Essay Prompt Booklets and voided Response Booklets in a separate carton.
- Record the school/test site information on a yellow return address label and affix it to the carton of non-scorable materials.
- Destroy all DFAs and used Response Booklets.

Return Materials to the District.

- Return the cartons of scorable and non-scorable materials to the district STAR coordinator the day after the essays are administered but **no later than April 2**.

Figure 1. Packing Order for Returning EAP Response Booklets



SECTION THREE

EAP Student Reports

Students who participate in any part of the EAP in English or in mathematics receive a report of their results in that subject. The report tells students their college readiness status. Demonstrated readiness for college indicates that the student is exempt from the CSU-required English or mathematics placement test.

Student status in English and mathematics may be:

- Ready for CSU college-level courses
- Not yet demonstrating readiness for CSU college-level courses

Note: English or mathematics will be inserted between college-level and courses depending on the test.

In addition, a student may receive a status in mathematics of:

- Ready for CSU college-level courses – Conditional

Score reports indicate appropriate next steps for the student. To maximize the usefulness of score reports:

- Student reports are distributed on STAR student reports (back page)
- Two score reports are provided to schools for each student.
- One score report is for the student/family and one for the student's school file.

EAP Online Reporting for Students

Students can access their results directly online as soon as scores are available by visiting the student score website at:

<http://www.calstate.edu/eap/results>

EAP Online Reporting of School and District Results

The CSU, in collaboration with the Educational Testing Service (ETS), has established an EAP results website that uses the same design as the California Department of Education STAR results website. It provides information by county, district and school, and by subgroups of students. The website is located at:

<http://eap2007.ets.org>

EAP Online Supplemental Resources

The CSU has developed an array of additional resources to assist in preparing students for college readiness. These free curriculum materials and learning tools for schools, teachers, students, and parents are available directly on the CSU Early Assessment Program website. In addition, teachers may register for no-cost professional development directly on the website. More information is available at:

<http://www.calstate.edu/eap>

The goal of the EAP is to use assessment results to promote student readiness for college. The CSU has developed a number of EAP websites that provide extensive resources to assist students, schools, and families in increasing college readiness.

The CSU English Success website features:

- Customized information for students, teachers, and counselors
- Checklists and guidance tips for parents (English and Spanish)
- Personalized roadmaps to college readiness in English with step-by-step advice
- Advice related to English Placement Test requirements
- Online English resources for students, parents, counselors, and teachers
- Tips and tools to help students improve their critical reading and writing skills
- Two online multiple-choice practice English Placement Test (EPT) exams; students receive a score report with detailed feedback about their responses
- Calibrated Peer Review (CPR), an online essay-writing and assessment tool

<http://www.csuenglishsuccess.org>

The CSU Math Success website features:

- Advice for students on how to meet Entry Level Math (ELM) Requirements
- Educational tools and planning resources to help students improve their math skills
- Personalized roadmaps to college readiness in math with step-by-step advice
- Online math resources for students, parents and teachers
- Online e-learning mathematics tutorial (e.g., ALEKS)
- Live online math tutoring
- 10, 50, and 114 item online sets of ELM practice problems
- Diagnostic services (e.g., Mathematics Diagnostic Testing Project – MDTP)

<http://www.csumathsuccess.org>