

Stanford 10 Assessment

Grades 4 - 11



Office of Research, Assessment and Evaluation

March 2009

The Assessment Reference Guide has been developed by the Office of Research, Assessment and Evaluation to assist in the administration and security of the Stanford 10. It provides information on security and administration requirements. Specific directions for the administration are included.

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Background

The Stanford 10 (SAT10) is a norm-referenced test that looks at individual student achievement compared to national norms. The test helps both parents and educators understand what their children know and can do and how they can help. The SAT10 is intended to inform classroom instruction by giving feedback about student performance in Reading and Mathematics.

Test Format

Each question on the test is directly related to basic curricular objectives in Reading and Mathematics – what students should know and be able to do – for each subject and grade level. Tests consist of multiple choice items, which require students to select the correct answer from four and five possible responses.

Since the SAT10 is a norm-referenced test, it is used as an indicator of the performance of students, schools and districts, as compared to the national norms.

Who Takes the Stanford 10

All students in grades 4 through 11 that are enrolled in district schools.

Exceptions:

- students taking an Alternate Assessment for state testing
- ELL students enrolled for less than one year

Administration Dates SAT10 testing takes place from March 10 through March 17. See the daily schedule below to determine which content tests will be administered on which day.

Week I

Grade	Tuesday, March 10	Wednesday, March 11	Thursday, March 12	Friday, March 13
4	Reading: Word Study Skill, Vocabulary and Comprehension	Mathematics: Problem Solving and Procedures	Make-ups	Make-ups
5 through 8	Reading: Vocabulary and Comprehension	Mathematics: Problem Solving and Procedures	Make-ups	Make-ups
9 through 11	Reading: Vocabulary and Comprehension	Mathematics	Make-ups	Make-ups

Week II

Grade	Monday, March 16	Tuesday, March 17	Wednesday, March 18
4 through 11	Make-ups	Return of Answer Documents	Pick up of Test Booklets

Make-up Testing

Make up testing can be started immediately after the first testing has begun and can only include what has been tested to date. For example, on March 11, make-ups can only consist of Reading because that is the only assessment that has been given. Make up testing can be administered until Monday, March 16.

Test Pick Up

Student Answer Sheets will have to be delivered to the Office of Research, Assessment and Evaluation by the end of school on **Tuesday, March 17**. If there is a problem with the return of *Student Answer Sheets*, please contact the Office of Research, Assessment and Evaluation for arrangements to be made.

Courier Service will begin pick-up of *Student Test Booklets* and *Directions for Administering Booklets* at 8:00 a.m. on **Wednesday, March 18**. All materials will need to be packed in numeric order and secured in the school building until the Courier picks them up.

Training of Test Administrators

Training of Test Administrators

Two levels of training will be provided within the district to prepare for the SAT10. Some level of training is required for all individuals involved in the administration of the test. Everyone involved in the administration of the test must also read and understand the information provided in the *Stanford 10 Directions for Administering Manual*.

- **District-level training/support:** The district will provide principals with background and administration guidelines. Test security guidelines and documentation will also be outlined. Materials to support principals and/or test coordinators in training building staff will be provided.
- **Building-level training/support:** The principal and/or test coordinator is required to hold a training and answer questions about testing procedures and to ensure that those administering the test have read and understand the administration manual.

Materials

Each test administrator **must** receive a copy of the following forms and manuals:

- *Security Information for Test Administrators: Stanford 10*
- *Preparing for Testing: Dos and Don'ts for Test Administrators*
- *Do not Disturb* for posting to classroom door
- *Stanford 10 Directions for Administering Manual* for the appropriate grade level
- *Test Schedule*
- *Test Plan*

**Thursday,
February 26**

Principal Workshops

**Tuesday,
March 3**

- Complete and fax to Office of Research, Assessment and Evaluation:
 - *Test Plan*
 - *Test Schedule*
- Inventory materials received against security checklist enclosed.
- Complete and fax to Office of Research, Assessment and Evaluation:
 - *Certification of Receipt and Security*
 - *Out-Placed Student Form*

Please note: The Office of Research, Assessment and Evaluation will send you an *Authorization to Begin Testing*** form as soon as all required documents are completed and approved.

**March 10 –
March 16**

Test Administration, Make-up Testing and Packaging for Scoring

**Tuesday,
March 17**

- All Student Answer Sheets returned to the Office of Research, Assessment and Evaluation.
- Complete and fax *Students Not Taking/Completing the Stanford 10 Assessments* form to 278-2842.

**Wednesday,
March 18**

- Courier Service begins pick up of all test booklets.

Security Plan

1. Courier Service will deliver all *Student Test Booklets* and *Directions for Administering Booklets* to schools by Friday, February 27.
 - Driver verifies the correct number of boxes shipped, as well as the number x of x printed on each box.
 - School personnel count the number of boxes delivered and sign a verification of receipt.
2. All materials moved immediately to a secure double locked storage area.
3. Principal/test coordinator or designee inventory materials and verify against the *Inventory Form* located in Box 1 of the materials.
 - Any discrepancy is immediately reported to Angela Bertoldi at 456-9128.
 - Principal/test coordinator signs the *Certification of Receipt and Security* form and faxes to 278-2842 by the end of the day on Tuesday, March 3.
 - All materials maintained in secure double locked storage area.
4. Principal/test coordinator checks material inventory against school enrollment and secures additional materials as needed.
5. Pre-coded *Student Answer Sheets* received.
 - If needed, principal/test coordinator secures additional *Student Answer Sheets*.
 - All materials are maintained in secure double locked storage area.
6. Principal/test coordinator conducts training for all test administrators.
7. Principal/test coordinator organizes materials in class sets for distribution to test administrators. Materials issued to each administrator are recorded on the *Test Booklet Tracking Sheet*.
8. Materials are issued to test administrators on the first morning of testing.
 - Administrator verifies the number of *Student Test Booklets* and signs the *Test Booklet Tracking Sheet* acknowledging receipt.
9. Test administrators place materials in a secure double locked area until the actual time for use.
10. Test administrators properly follow all procedures for test administration.
11. When all testing (including make-ups) have been completed, principal/test coordinator
 - physically counts the *Student Test Booklets* and *Directions for Administering Booklets* received from Test Administrators to verify the count listed on the *Test Booklet Tracking Sheet*.
 - checks *Student Answer Sheets* to verify that they are either pre-coded or are properly gridded.
12. *Student Answer Sheets* are put in order by grade level and returned, in person, to the Office of Research, Assessment and Evaluation by end of day on Tuesday, March 17.
13. Courier Service will pick up all test booklets from schools on Wednesday, March 18 beginning at 8:00am.

Principal/Test Coordinator Checklist

Before Testing:

- become familiar with procedures detailed in all test manuals and training materials.
- meet with and prepare test administrators.
- oversee the inventory, distribution, collection, and return of all test materials.
- ensure security of all test materials and compliance with test administration procedures.
- ensure no one administers a test without having been trained in proper test procedure.
- develop a comprehensive *Test Plan* for the school and fax to 278-2842 by Tuesday, March 3.
- develop a *Test Schedule* for your school and fax to 278-2842 by Tuesday, March 3.
- adhere to the District's test schedule. Administer the tests in the following order at the time specified in the school's *Test Schedule*:

For Grade 4 (Day I)

March 10, Reading: Word Study Skills, Vocabulary and Comprehension

For Grades 5 through 11 (Day I)

March 10, Reading: Vocabulary and Comprehension

For Grades 4 through 8 (Day II)

March 11, Mathematics: Problem Solving and Procedures

For Grades 9 through 11 (Day II)

March 11, Mathematics

For Grades 4 through 11

March 11 - 17, Make up testing

- ensure that for every student without a pre-coded *Student Answer Sheet* the student name and ID is gridded on the front cover.
- identify students who will not be completing all or part of the *Stanford 10* tests and complete necessary documentation.
 - check student rosters for any discrepancies.
 - fill out the *Out-Placed Student forms* and fax to 278-2842 by Tuesday, March 3.
- inventory shipments of test materials against the *Inventory Form* to determine sufficiency of materials.
- if you have not received test materials by February 27, immediately contact the Angela Bertoldi at 456-9128.
- store all test materials in a secure double locked area until needed for testing.
- fax the *Certification of Receipt and Security* form to 278-2842 by Tuesday, March 3.
- ensure that all test administrators have extra #2 pencils, scratch paper, standard/metric rulers and *Math Reference Sheets* (grade 7-11 only).

During Testing:

- distribute materials to test administrators.
- be available to answer any questions or concerns
- ensure that an accurate accounting of all materials consigned to each test administrator is maintained.
- ensure that testing procedures are followed.
- test materials must be stored in a secured double-locked area until needed for testing.
- notify the principal and District Test Coordinator of any testing irregularities immediately.
- fill out the *Procedure for Handling Testing Irregularities* and fax to 278-2842.

**After
Testing:**

- collect, inventory and verify that all test materials. All *Student Test Booklets* and *Student Answer Sheets* must be accounted for.
- inspect each *Student Answer Sheet* to ensure that student name and ID have been completed.
- report any missing items to the District Test Coordinator.
- follow the *Directions for the Packaging of Student Answer Sheets*, which can be found on page 23 of this guide. Deliver *Student Answer Sheets* to the Office of Research, Assessment and Evaluation by end of day on Tuesday, March 17.
- follow the *Directions for the Packaging of Test Booklets*, which can be found on page 24 of this guide. Packaging must be completed by end of day on Tuesday, March 17.

Do not

- allow anyone to administer a test without having been trained in proper test procedure.
- allow content-related instructional materials displayed in the testing room.
 - Charts, diagrams and posters should not be visible.
 - Reference materials should not be used.
- allow use of calculators for the Mathematics Procedures sub-test.
- allow anyone to copy tests or make notes about the content or use test materials to prepare students in any way for the test.
- allow anyone to see the tests before they are administered.

NOTE: Some students may finish testing sooner than others. Therefore, students may have available leisure reading materials to keep them quietly occupied while other students complete testing. Reading materials do not include textbooks, schoolwork and homework. Appropriate materials may include picture books, novels, magazines, and graphic novels.

Guidelines for Preparing Test Administrators

Primary Responsibilities

Test administrators should be aware that their primary roles are to encourage students to take the task seriously and do their best on the tests, to give clear directions to students, and to monitor students throughout test administration to see that directions are followed.

When Meeting with Test Administrators

- assign each administrator a specific group of students for testing, including students who need accommodations,
- notify the test administrators of the testing schedule and how it will be implemented,
- inform the test administrators about your school's plan for implementing Stanford 10 test security procedures,
- explain your school's plan for inventorying, distributing, collecting, and storing secure test materials,
- explain your school's procedures for make-up sessions,
- discuss additional materials needed during test administration: extra #2 pencils, scratch paper, standard/metric rulers, and *Math Reference Sheets* (grades 7 through 11 only),
- answer questions regarding test administration and security procedures.

Materials for Meeting

- *Test Plan*
- *Test Schedule*
- *Directions to Administer Manual* for the appropriate grade level
- *Accommodations, Guidelines, and Procedures: Administrator Training Guide*
- *Security Information for Test Administrators*
- *Preparing for Testing: Dos and Don'ts for Test Administrators*
- *Do not Disturb* (post to classroom doors)

Standard Forms

- *Certification of Receipt and Security of the Stanford 10 Assessments*
- *Test Plan*
- *Test Schedule*
- *Procedures for Handling Testing Irregularities*
- *Students not Taking/Completing the Stanford 10 Assessments*
- *Out-Placed Students*
- *Test Booklet Tracking Sheet*

Accommodations

- *Table of Standard Accommodations*

**Training Materials
for Test
Administrators**

- *Security Information for Test Administrators: 2009 Stanford 10*
- *Preparing for Testing: Dos and Don'ts for Test Administrators*

**Other Support
Documents**

- *Sample Parent Letter: English*
- *Sample Parent Letter: Spanish*
- *Directions for Packaging of Student Answer Sheets*
- *Directions for Packaging of Test Booklets*
- *Do not Disturb* (post to classroom doors)

Certification of Receipt and Security of Stanford 10 Assessments

Photocopy if you need additional pages.

I, _____, do hereby certify that I have received and secured the following Stanford 10 test booklets. The levels and numbers of booklets are as follows:

Grade Level	Number of Test Booklets	Number of Administration Manuals
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

I can affirm that access to Stanford 10 testing materials will be limited solely to selected teachers during the designated testing window and that no other members of my staff or parties external to my building may gain access to the Stanford 10 materials without my expressed knowledge and/or consent. I can affirm that with the completion of the annual assessments, all process and non-process materials will be counted, packaged and returned to the district. I understand that these security measures are necessary so that the impartiality and integrity of this test instrument is not compromised.

Principal/Administrator

School/Building

Date

Please complete this form by Tuesday, March 3, and fax to 278-2842.

**Providence Public Schools
Test Plan for Stanford 10**

Every building principal, in consultation with staff, is responsible for developing an individual school plan for the administration of Stanford 10. This Test Plan should include the following areas:

1. Who is the test coordinator for the school?
2. Who will assist the school test coordinator in their duties of managing the testing process? List the individuals and their areas of responsibility.
3. When and how will students be informed of the test administration and its purpose?
4. When and how will parents be notified of the upcoming test dates and how to help prepare their child for testing?
5. Who will conduct the training session for test administrators and proctors? When will this be done?
6. What is the plan for training administrators and proctors who could not attend the original session?
7. Where will testing take place for all students?
8. What are your plans for students that receive testing accommodations? Where do they test?
9. What are your plans for unexpected time accommodations? Where do they test? How do they get there?
10. How will make-up tests be administered?
11. Who will be responsible for verifying that all *Student Answer Sheets* are either pre-coded or have the student name and student ID properly gridded?
12. Where will materials be stored when not in use (*describe a “double lock” process of securing materials*)?
13. How will the test materials be distributed to the classrooms? Who is responsible for bringing them there?
14. Who is responsible for returning materials to the secured location?
15. Who is responsible for verifying that all materials have been returned on a daily basis?
16. Who will be responsible for verifying that all test booklets have been properly packaged and ready for pickup on Wednesday, March 18?
17. Who will deliver the *Student Answer Sheets* to the Office of Research, Assessment and Evaluation on Tuesday, March 17 (include contact information)?
18. Who should be contacted if an error is found after materials are returned to the Office of Research, Assessment and Evaluation (*include contact information*)?

Complete your test plan by Tuesday, March 3, and fax to 278-2842.

**Providence Public Schools
Stanford 10 Test Schedule**

School: _____ Principal: _____

Grade	Tuesday, March 10	Wednesday, March 11
4th	Reading 120 minutes	Mathematics 100 minutes
5th	Reading 90 minutes	Mathematics 100 minutes
6th	Reading 90 minutes	Mathematics 100 minutes
7th	Reading 90 minutes	Mathematics 100 minutes
8th	Reading 90 minutes	Mathematics 100 minutes
9th	Reading 80 minutes	Mathematics 60 minutes
10th	Reading 80 minutes	Mathematics 60 minutes
11th	Reading 80 minutes	Mathematics 60 minutes

Please fill in under each session the blocks of time you will use to administer testing for each grade and session (i.e., 9:15 – 10:45). **Please note that these times reflect 10 minutes for general directions for each subtest.** Make-up testing can be started immediately after the first testing has begun and can only include what has been tested to date. For example, on March 11, the make-ups for grade 4 can only consist of Reading because those are the only assessments that have been given.

Complete your test schedule by Tuesday, March 3, and fax to 278-2842.

Providence Public Schools

PROCEDURE FOR HANDLING TESTING IRREGULARITIES

Stanford 10

Should an irregularity occur during testing, the school test coordinator should do all of the following:

- Report the irregularity to the principal,
- Contact Angela Bertoldi at 456-9128 with a report of the irregularity, and
- Complete the *Testing Irregularities Documentation Form* attached and fax to the Office of Research, Assessment and Evaluation before the end of the day.

Office of Research, Assessment and Evaluation

Testing Irregularities Documentation Form

If you become aware of a testing irregularity at any time during the testing window, immediately contact the Office of Research, Assessment and Evaluation at 456-9128 to explain the details of the irregularity. Provide written documentation using this form and fax to 278-2842.

School

Test Coordinator Name

Please list all parties involved (use additional sheets of paper if needed):

Test Examiner or Other Personnel: _____

Test Examiner or Other Personnel: _____

Test Examiner or Other Personnel: _____

Student Name: _____ 7 Digit Sasid _____

Student Name: _____ 7 Digit Sasid _____

Student Name: _____ 7 Digit Sasid _____

Irregularities (select all that apply):

Security Procedures

- Examinee was give access to test questions prior to testing.
- Test Examiner or other personnel copied or reproduced and distributed secure test materials.
- Test Examiner or other personnel coached examinee(s) during testing.
- Test Examiner or other personnel altered or interfered with examinee's response in some way.
- Test Examiner or other personnel made responses available to examinee(s).
- Test Examiner or other personnel failed to follow security regulations for distribution and/or return of test materials, before, during, or after testing, resulting in a breach of security.
- Test Examiner or other personnel used or handled the test materials for a purpose other than test administration.
- Examinee cheated.
- Other (please explain)

Test Administration

- Test Examiner or other personnel failed to follow administration directions for the test.
- Examinee's test booklet or answer sheet became lost.
- An interruption occurred during testing that resulted in examinee(s) being forced to leave the classroom.
- Examinee was exposed to teaching aide in the environment (i.e., a bulletin board containing relevant instructional materials during testing).
- Other (please explain)

Test Incident

- Defective pages-pages missing or out of sequence
- Fire Drill-building fire alarm goes off during testing.
- Construction noise outside the building.
- Other (please explain)

Providence Public Schools

Out-Placed Students

School: _____

Principal: _____

Student ID	Student Name	Test	Grade	Out-placement site

To ensure that all students on your rosters are tested, this form needs to be filled out for all students that are in an out-placement facility (i.e., Visions, Bridge at CHISPA, Bridge at Urban League, Interim School, etc.) and forwarded to the Office of Research, Assessment and Evaluation.

Please complete and fax to 278-2842 by Tuesday, March 3.

Table of Standard Test Accommodations

Any accommodation(s) utilized for the assessment of individual students shall be the result of a formal or informal team decision made at the local level. Accommodations are available to all students on the basis of individual need regardless of disability status.

A. Alternative Settings

- A-1 Administer the test individually in a separate location
- A-2 Administer the test to a small group in a separate location
- A-3 Administer the test in locations with minimal distractions (e.g., study carrel or different room from rest of class)
- A-4 Preferential seating (e.g., front of room)
- A-5 Provide special acoustics
- A-6 Provide special lighting or furniture
- A-7 Administer the test with special education personnel
- A-8 Administer the test with other school personnel known to the student
- A-9 Administer the test with school personnel at a non-school setting

B. Scheduling and Timing

- B-1 Administer the test at the time of day that takes into account the student's medical needs or learning style
- B-2 Allow short supervised breaks during testing
- B-3 Allow extended time, beyond recommended, until in the administrator's judgment, the student can no longer sustain the activity

C. Presentation Formats

- C-1 Braille
- C-2 Large-print version
- C-3 Sign directions to student
- C-4 Test and directions read aloud to student (Math, Science and Writing only) ¹
- C-5 Student reads test and directions aloud to self
- C-6 Translate directions into other language
- C-7 Underlining key information in directions
- C-8 Visual magnification devices
- C-9 Reduction of visual print by blocking or other techniques
- C-10 Acetate shield
- C-11 Auditory amplification device or noise buffers
- C-12 Word-to-word translation dictionary, non-electronic with no definitions (For ELL students in Math, Science and Writing only)
- C-13 Abacus use for student with severe visual impairment or blindness (Mathematics and Science – any session)

D. Response Formats

- D-1 Student writes using word processor, typewriter, or computer.² (School personnel transcribes student responses exactly as written into the Student Answer Booklet.)
- D-2 Student hand writes responses on separate paper. (School personnel transcribes student responses exactly as written into the Student Answer Booklet.)
- D-3 Student writes using Braille (School personnel transcribes student responses exactly as written into the Student Answer Booklet.)
- D-4 Student indicates responses to multiple-choice items. (School personnel records student responses into the Student Answer Booklet.)
- D-5 Student dictates constructed responses (Reading, Math and Science only) or observations (during the Science Inquiry Task) to school personnel. (School personnel scribes student responses exactly as dictated into the Student Answer Booklet.)
- D-6 Student dictates constructed responses (Reading, Math and Science only) or observations (during the Science Inquiry Task) using assistive technology. (School personnel transcribes student responses exactly as written into the Student Answer Booklet.)

If an accommodation is needed for a student that is not listed above, please contact the state personnel for accommodations to discuss it.

E. Other Accommodations ³

- E-1 Accommodations team requested other accommodation not on list and DOE approved as comparable
- E-2 Scribing the Writing Test (only for students requiring special consideration)

F. Modifications ⁴

- F-1 Using calculator and/or manipulatives on Session 1 of the Mathematics Test or using a scientific or graphing calculator on Session 3 of the Science test.
- F-2 Reading the Reading Test
- F-3 Other

1. Reading the Reading test to the student invalidates all reading sessions. Reading aloud Session 2 of the Writing at grades 5 & 8 is not an accommodation since it is part of normal test administration.
2. Spell and grammar checks must be turned off. This accommodation is intended for unique individual needs, not an entire class.
3. Test coordinators must obtain approval for the accommodation from the Department of Education prior to test administration.
4. All affected sessions using these modifications are counted as incorrect.

Security Information for Test Administrators Spring 2009 Stanford 10 Assessment

The Test Administrator responsibilities and activities are in bold type. Information in regular type offers additional explanation that is specific to the responsibility or activity.

Before Testing:

- Read the Mathematics and Reading sections of the *Directions for Administering Manual* in its entirety.**
General directions for administering begin on page 17 of the manual.
- Assist the test coordinator with notifying students and parents about the testing program.**
Inform students and parents about the significance of the test for your school and how important it is that **all** students are tested.
- Meet with the test coordinator to review the *Test Schedule*, arrange for students who require accommodations and review procedures in the *Directions for Administering Manual*.**
Meet with the principal/test coordinator to review administration protocol. Administer the tests according to the test schedule specified in the school's *Test Plan*.
- Inventory test materials received from the test coordinator.**
Be certain that all materials (including the *Directions for Administering Manual*) issued to you are carefully counted by you as close as possible to the beginning of testing each day. Sign the *Test Booklet Tracking Sheet* each day indicating that you have received all materials indicated. If any discrepancies are noted, notify the principal/test coordinator immediately.
- Ensure that the *Student Answer Documents* are either pre-coded or have a student name, and student id gridded in.**
Be sure that for students without a pre-coded *Student Answer Document* they receive a blank *Student Answer Document*, and both name and student id is gridded in.
- Secure additional materials needed for testing (#2 pencils, scratch paper, calculators, *Math Reference Sheets*, etc.)**
Calculators may be used **only** during the Mathematics Problem Solving sub-test. Calculators **may not be used** for the Mathematics Procedures sub-test. See your principal/school test coordinator for any additional materials needed.

During Testing:

- Maintain test security.**
Do not allow anyone to see the tests before they are administered. Keep all testing materials stored in a secure location while in your possession. Contact the principal/test coordinator if any questions arise about tests or test security and you are not completely sure of the answer.
- Post a “*Testing–Please Do Not Disturb*” sign on your classroom door.**
The *Testing–Please Do Not Disturb* can be found on page 27 of this manual. Ensure that no content-related instructional materials are displayed in the testing room. Charts, diagrams and posters should not be visible. Reference materials should not be used.

During Testing:

- Be sure that all students have comfortable and adequate workspaces.**
- Be available to answer questions as necessary.**
To avoid disruption, be sure that students clearly understand directions before you begin testing.
- Monitor students' handling of test materials.**
Students are not allowed to write or respond to any test questions in the *Student Test Booklet*.
Walk around the room to make sure that students are marking their answers in the correct section.
Do not allow any student to return to a previous section of the test.
- Ensure accommodations are provided to students as were determined prior to testing.**
See your school's *Test Plan* for arrangements for students that need accommodations.
- Administer make-up testing for students who miss all or part of the test.**
Account for all students in terms of testing requirements. See your school's *Test Plan* for administering make-up testing protocol.
- Notify your test coordinator of any testing irregularity.**
Be sure to inform the principal/test coordinator of any problems that may occur during testing.

After Testing:

- Verify that all *Student Test Booklets* are in good condition.**
Be sure that you have collected a *Student Test Booklet* from every student. Check to see that it is in good condition. Attach an explanatory note to each *Student Test Booklet* that may be damaged and bring this to the attention of the test coordinator.
- Verify that *Student Answer Sheets* have been properly gridded and do not have stray marks.**
Check that all answers have been gridded in with a #2 pencil. If there are stray marks in an area that can be gridded, it may be picked up as an incorrect response. For students that do not have a pre-coded *Student Answer Sheet*, be sure the student name and student ID are gridded in on the front of the *Student Answer Sheet*.
- Confirm that no paper has been taped, pasted, stapled, or otherwise attached to the *Student Test Booklets* or *Student Answer Sheets*.**
Remove all scratch paper from the *Student Test Booklets* and *Student Answer Sheets*.
- Assemble the *Student Answer Sheets*, *Student Test Booklets* and all other test materials and return all materials to your test coordinator.**
Return all materials as close as possible to the end of testing each day. Be sure the principal/test coordinator signs the *Test Booklet Tracking Sheet* each day indicating that you have returned all materials indicated.

Preparing for Testing: Dos and Don'ts For Test Administrators

Do

Prior to testing:

- read the *General Directions* for the Reading and Mathematics sections in the *Stanford 10 Directions for Administering* in its entirety.
- meet with other test administrators to discuss procedures and answer questions.
- meet with the school test coordinator to develop a testing schedule for your school, including the scheduling and staffing of test administrators for students who need accommodations.
- ensure accommodations are provided to students as appropriate. See your school's *Test Plan* for arrangements for students that need accommodations.
- carefully count all materials when received from the test coordinator. If there is a discrepancy, notify the principal/test coordinator.
- ensure that you have received *Math Reference Sheets* (grades 7 through 11 only).
- obtain student IDs for students who do not have a pre-coded *Student Answer Sheet* and be sure to grid in all student information.
- identify students who will not be completing all or part of the Stanford 10 tests for the following reasons:
 - student takes the Alternate Assessment
 - student is new to the U.S. after October 1, 2007 and is LEP (reading and writing only)
- maintain test security and follow all test security instructions in the manual (Note: Check under **Do not** for more details).
- take down or cover any content-related materials (i.e. charts, maps, word walls, etc.).
- secure additional materials needed for testing (#2 pencils, scratch paper, calculators, *Math Reference Sheets*, etc.) prior to the start of testing. See your principal/school test coordinator for any additional materials needed.

During testing:

- administer the tests in the following order at the time specified in the school's Test Plan:
 - For Grade 4 (Day I)**
March 10, Reading: Word Study Skills, Vocabulary and Comprehension
 - For Grades 5 through 11 (Day I)**
March 10, Reading: Vocabulary and Comprehension
 - For Grades 4 through 8 (Day II)**
March 11, Mathematics: Problem Solving and Procedures
 - For Grades 9 through 11 (Day II)**
March 11, Mathematics
 - For Grades 4 through 11**
March 11 - 17, Make up testing
- post a "Testing-Please Do Not Disturb" sign on your classroom door.

During testing:

- administer the tests according to the directions in the *Directions for Administering Manual*.
- be sure that students clearly understand directions before you begin testing.
- walk around the room to make sure students are marking their answers appropriately, in the correct section and that they have not returned to a previous section.
- ensure that calculators are **NOT** used for Mathematics Procedures.

After testing (each session):

- collect a *Student Test Booklet*, *Student Answer Sheet* and scratch paper from all students after each session of testing. Ensure that nothing has been taped, stapled or paper clipped to *Student Test Booklets* and *Student Answer Sheets*.
- if a *Student Test Booklet* has been torn, damaged or written in, attach an explanatory note to it and place in front of all other grade level *Student Test Booklets* for return to your test coordinator.
- place answer sheets in the following order to be returned to your test coordinator
 - 1 Unused *Student Answer Sheets* (including pre-coded)
 - 2 *Student Answer Sheets* that are torn, damaged or written in with anything other than #2 pencil
 - 3 *Student Answer Sheets* for Scanning
- read and follow your school's *Test Plan* for administering make-up testing protocol
- inform the principal/test coordinator of any problems that may occur during testing.

Do not

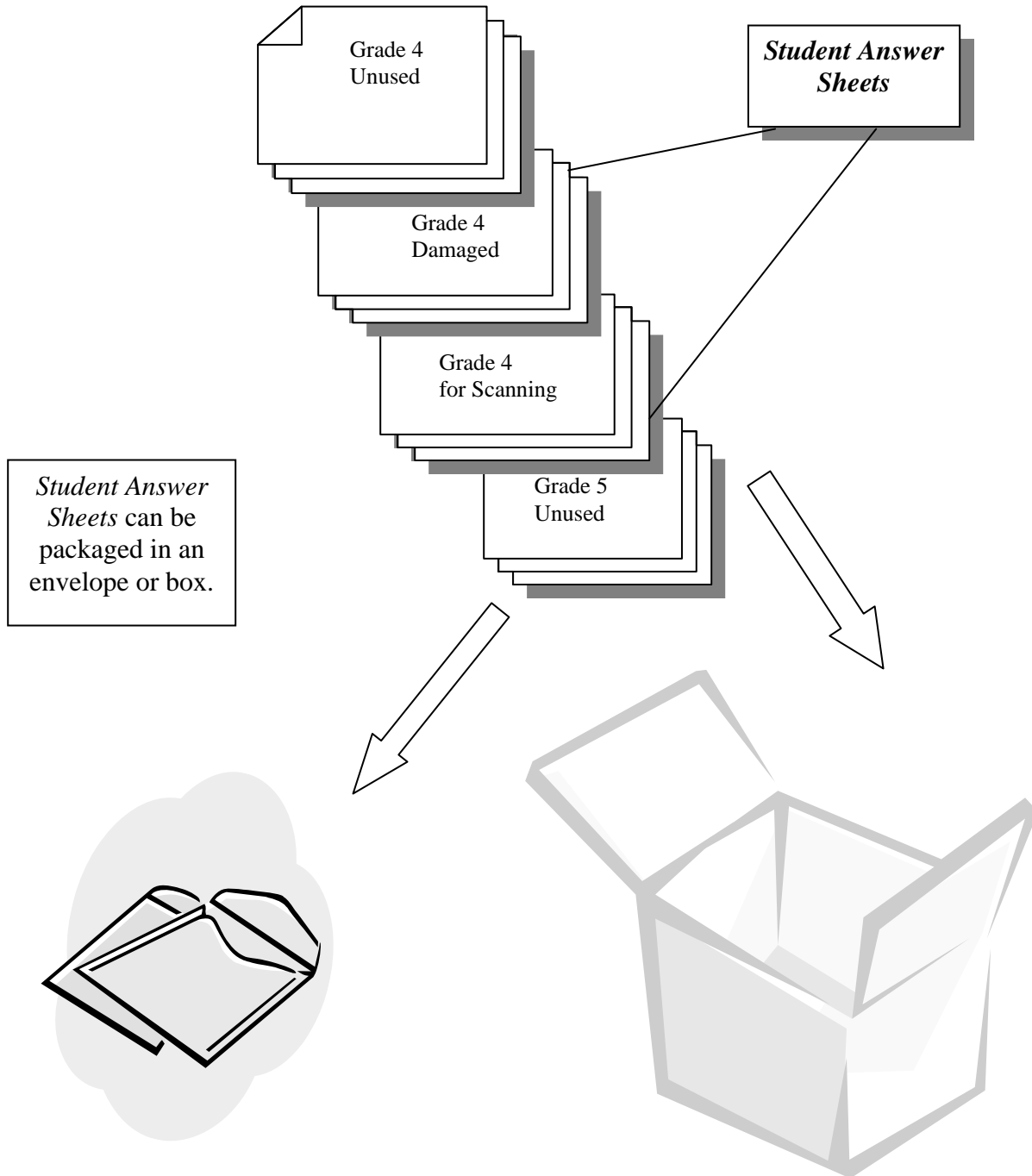
- administer a test without having been trained in proper test procedure.
- have content-related instructional materials displayed in the testing room.
 - Charts, diagrams and posters should not be visible.
 - Reference materials should not be used.
- grid in pre-coded *Student Answer Sheets*.
- copy tests, allow anyone to copy tests or make notes about the content or use test materials to prepare students in any way for the test.
- allow anyone to see the tests before they are administered.
- allow students to intentionally damage any test materials.
- give students the answer or clues to the answer to a test question.
- use calculators for the Mathematics Procedures portion of the test.

Directions for Packaging of Student Answer Sheets

Check *Student Answer Sheets* to be sure they are free of any tape, staples, paperclips, etc. Packaging of *Student Answer Sheets* is by grade level in the following order:

1. Unused *Student Answer Sheets* (include unused Pre coded *Student Answer Sheets*)
2. *Student Answer Sheets* that are torn, damaged or written in with anything other than #2 pencil
3. *Student Answer Sheets* for Scanning

Package in an envelope or box.



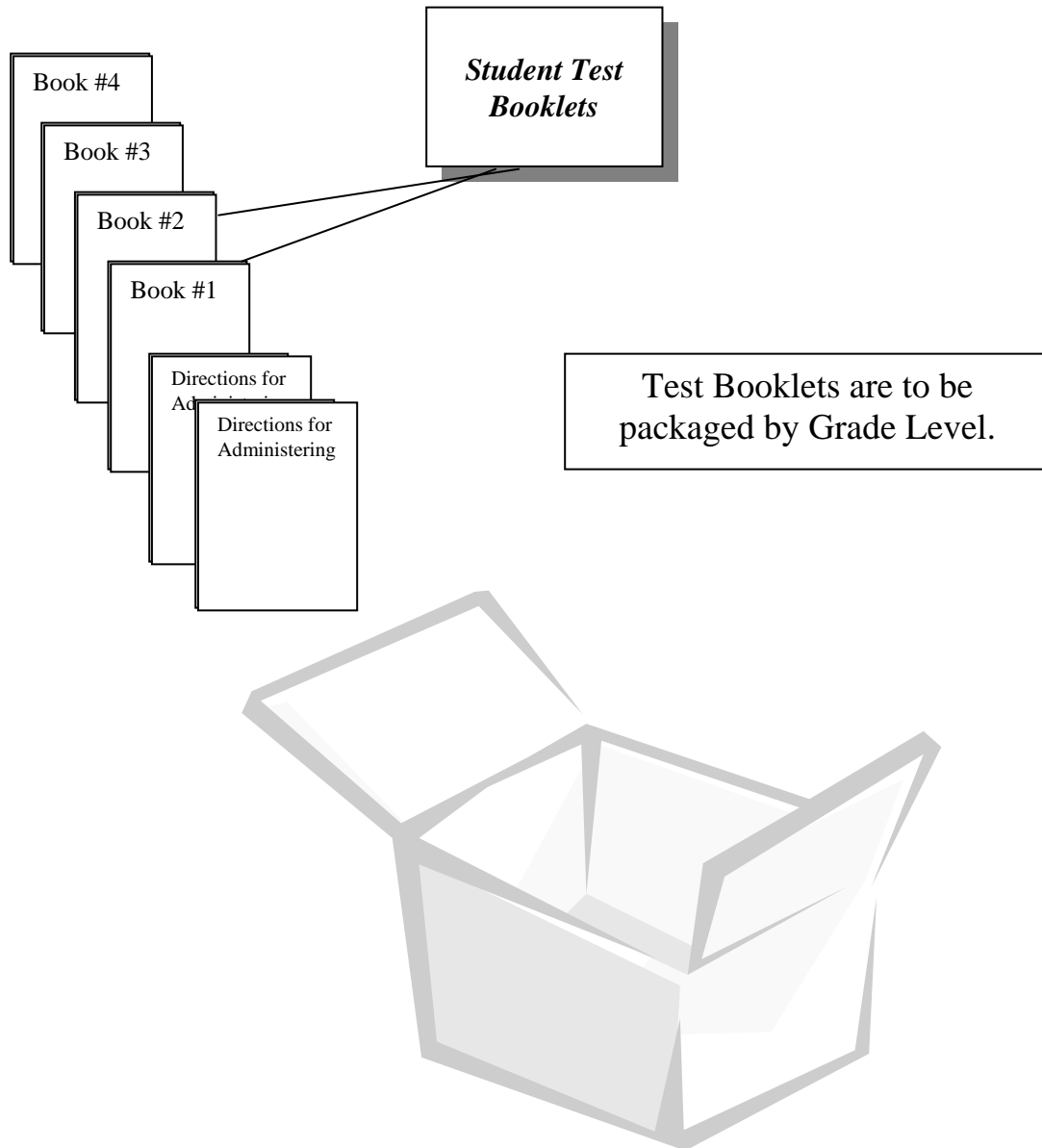
Return to the Office of Research, Assessment and Evaluation on Tuesday, March 17.

Directions for Packaging of Test Booklets

Check Test Booklets to be sure they are free of any tape, paper, staples, paperclips, etc. Packaging of Test Booklets is by grade level in the following order:

- 1 *Stanford 10 Direction for Administering Manuals*
- 2 *Student Test Booklets* that are torn, damaged or written in
- 3 *Student Test Booklets*-by grade in **NUMERICAL ORDER**

Package in boxes.



Courier Service will begin pick up of all test booklets on Wednesday, March 18.

Sample Parent Letter

Dear Parents:

During the week of March 9, all Providence students in grades 4 through 11 will participate in the Stanford 10 Achievement Test (SAT10). The purpose of this letter is to provide you with a quick overview of the test. It will also give you a few suggestions for helping your child to perform at his/her best.

Students will be tested in Reading and Mathematics. The SAT10 is an important test that looks at individual student achievement as compared the national norms. The test helps both parents and educators understand what their children know and can do and how they can help.

In every test, scores are only as meaningful as the effort students put into the tests. The most important thing that you can do for your child during SAT10 testing is make sure that he/she comes to school on the days they have testing. Making up a missed test means time out of the classroom and losing important learning time that cannot be made up. In addition to attendance, your child will do his/her best on the tests if they:

- are encouraged to take the tests seriously and to give his or her very best effort.
- get to bed early the night before in order to be well-rested on the day of the test.
- have a good breakfast on the morning of the test. Breakfast is critical for your child's performance.
- arrive at school on time so that he or she can relax and focus on the task ahead.

This testing is very important for your child, the **(your school name here)**, and the Providence Public School District. Let's do everything in our power to help our children succeed and feel good about themselves for a job well done!

Thank you for supporting your child and our school during the testing period. Please call if you have any questions.

Sincerely,

Principal

Sample Parent Letter

Estimados padres:

Durante la semana del 9 de marzo, todos los estudiantes de Providence, del 4to al 11avo grado, participarán en el Examen de Logros Stanford 10 (ó SAT 10). El propósito de esta carta es proporcionarles con un resumen general del examen, al igual que darles algunas sugerencias para ayudar a sus niños a desempeñarse mejor.

Los estudiantes serán evaluados en Lectura y Matemáticas. El SAT10 es un examen importante que evalúa el desempeño individual de cada estudiante, comparado con las normas nacionales. El examen ayuda a padres y educadores a comprender lo que los niños saben, pueden hacer y cómo pueden ayudarlos.

En cada evaluación, las notas son tan significativas como el esfuerzo que los estudiantes ponen en los exámenes. Lo más importante que pueden hacer por sus niños durante las evaluaciones del SAT10 es asegurarse que ellos(as) vengán a la escuela en los días de examen. Tomar un examen perdido significa que se usará tiempo fuera de clases y perdiendo aprendizaje importante que no podrá recobrase. Además de la asistencia, sus niños tendrán un mejor desempeño en los exámenes si:

- son animados a tomar los exámenes con seriedad y dan su mejor esfuerzo.
- se acuestan a dormir temprano la noche antes del examen, de manera que hayan descansado bien.
- toman un buen desayuno la mañana del examen. El desayuno es importante para el desempeño del estudiante.
- llegan a la escuela a tiempo, para que puedan relajarse y enfocarse en la tarea por realizar.

Este examen es muy importante para sus niños, la **(your school name here)**, y el Distrito de Escuelas Públicas de Providence. ¡Hagamos todo lo que podamos para ayudar a nuestros niños a tener éxito y sentirse bien de sí mismos por un trabajo bien hecho!

Les agradecemos el apoyo que les dan a sus niños y a la escuela durante este periodo de exámenes. Favor de llamarnos si tienen alguna pregunta.

Sinceramente,

Director(a)

TESTING

Please Do Not Disturb!

Enter Quietly

All cell phones must be turned off and kept out of view and reach during testing sessions.

Post this notice in all testing locations. DO NOT block any security windows that permit monitoring of testing environment by school administration.