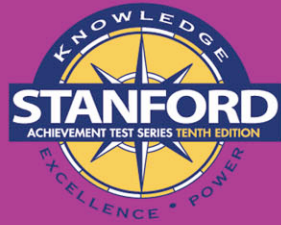




 **Harcourt  
Educational Measurement**

A Harcourt Assessment Company



# Oregon Reading First SAT-10/Aprenda Administration

- **Presentation Outline**
  - SAT-10 background
  - Test administration procedures
    - Before testing
    - During testing
    - After testing
  - Aprenda Spanish Reading Tests



# Stanford 10

- **Stanford 10 Background**

- Norm-referenced and standards-based testing
- All new content aligned with state standards and national standards
- 2002 norm-referenced information
  - Empirical Fall and Spring norms
  - Sample representative of U.S. student population
- Full-color testing materials
- New format for easy navigation
- Untimed, flexible testing times
- Easy-to-navigate Answer Document



# Scope and Sequence Complete Battery

## Scope & Sequence

Test Levels	SESAT 1 Grade K.0-K.5		SESAT 2 Grade K.5-1.5		Primary 1 Grade 1.5-2.5		Primary 2 Grade 2.5-3.5		Primary 3 Grade 3.5-4.5		Intermediate 1 Grade 4.5-5.5		Intermediate 2 Grade 5.5-6.5		Intermediate 3 Grade 6.5-7.5		Advanced 1 Grade 7.5-8.5		Advanced 2 Grade 8.5-9.9		TASK 1 Grade 9.0-9.9		TASK 2 Grade 10.0-10.9		TASK 3 Grade 11.0-12.9			
	K	T	K	T	K	T	K	T	K	T	K	T	K	T	K	T	K	T	K	T	K	T	K	T	K	T		
<b>Complete Battery—Multiple-Choice Subtests</b>																												
Sounds and Letters	40	30	40	25					30	20	30	20																
Word Study Skills					30	20	30	20																				
Word Reading	30	15	30	25	30	25																						
Sentence Reading			30	30	30	30																						
Reading Vocabulary							30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20
Reading Comprehension					40	40	40	40	54	50	54	50	54	50	54	50	54	50	54	50	54	50	54	40	54	40	54	40
<b>Total Reading</b>	70	45	100	80	130	115	100	80	114	90	114	90	84	70	84	70	84	70	84	70	84	70	84	60	84	60	84	60
Mathematics	40	30	40	30																		50	50	50	50	50	50	50
Mathematics Problem Solving					42	50	44	50	46	50	48	50	48	50	48	50	48	50	48	50	48	50						
Mathematics Procedures					30	30	30	30	30	30	32	30	32	30	32	30	32	30	32	30	32	30						
<b>Total Mathematics</b>					72	80	74	80	76	80	80	80	80	80	80	80	80	80	80	80	80	80						
Language					40	40	48	45	48	45	48	45	48	45	48	45	48	45	48	45	48	45	48	40	48	40	48	40
Spelling					36	30	36	30	38	35	40	35	40	35	40	35	40	35	40	35	40	35	40	30	40	30	40	30
Listening to Words and Stories	40	30	40	30																								
Listening					40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30						
Environment	40	30	40	30	40	30	40	30																				
Science									40	25	40	25	40	25	40	25	40	25	40	25	40	25	40	25	40	25	40	25
Social Science									40	25	40	25	40	25	40	25	40	25	40	25	40	25	40	25	40	25	40	25
Basic Battery	150	105	180	140	318	295	298	265	316	280	322	280	292	260	292	260	292	260	292	260	292	260	222	180	222	180	222	180
Complete Battery	190	135	220	170	358	325	338	295	396	330	402	330	372	310	372	310	372	310	372	310	372	310	302	230	302	230	302	230
<b>Total Testing Times</b>	2 hrs. 15 mins.		2 hrs. 50 mins.		5 hrs. 25 mins.		4 hrs. 55 mins.		5 hrs. 30 mins.		5 hrs. 30 mins.		5 hrs. 10 mins.		5 hrs. 10 mins.		5 hrs. 10 mins.		5 hrs. 10 mins.		5 hrs. 10 mins.		3 hrs. 50 mins.		3 hrs. 50 mins.		3 hrs. 50 mins.	
Comprehensive Lang. (Form D)					40	40	40	40	45	45	48	45	48	45	48	45	48	45	48	45	48	45	48	40	48	40	48	40

Note: *Stanford 10* allows flexible testing times. The testing times indicated above are guidelines to help administrators and teachers plan.

K = No. of Items

T = Time in Minutes

# Oregon Reading First 2008 SAT-10/Aprenda Timeline

Event	Target Date
Harcourt information packet to schools	Around April 7, 2008
Testing materials delivered to schools	Around April 7, 2008
SAT-10 and Aprenda Webinar training	April 10, 2008, 1:00pm-3:00pm
Administration of practice tests	No more than 1 week prior to
Administration of tests	testing April 28 - May 9, 2008
Pack materials for shipment to Harcourt scoring center	By 8:00am, May 16, 2008
UPS pick up of tests	May 16, 2008
All tests received by Harcourt	By May 24, 2008
Reports to schools (PDF files)	August 15, 2008

# SAT-10/Appendix Administration Procedures: Before Testing

- Receive materials
  - Inventory materials upon receipt
  - Report any discrepancies immediately
- Prepare materials
- Schedule times for testing
- Arrange testing environment
- Identify students who may be exempt or who may need accommodations
- Study the *Directions for Administering*
- Prepare test administrators

# Prepare Materials

- Apply identification labels to booklets.
- If you have labels for students who no longer attend your school, discard them.
- For students for whom you do not have a label, write and bubble the information on the back cover. The information should match that entered into the DIBELS system.
  - \*Box 1: Student name, teacher, school, school district, grade, date of birth, and test date
  - \*Box 2: Last name, first name and middle initial
  - \*Box 3: Date of birth
  - Box 4: Gender
  - Box 5: Race/Ethnicity
  - \*Box 6: Grade
  - \*Box 7: Student ID number. This number should match the student ID number entered into the DIBELS system.
  - (Note: Items marked with an asterisk are required.)

# Scheduling: Approximate Testing Time (in minutes)

Subtests	Grade (Test level)		
	Kindergarten (SESAT 2)	Grade 1 (Primary 1)	Grade 2 (Primary 2)
Sounds & Letters*	45		
Word Reading	35	35	
Sentence Reading	40	40	
Word Study Skills Reading		30	30
Comprehension		50	50
Reading Vocabulary			30
<b>(Total minutes)</b>	<b>120</b>	<b>155</b>	<b>110</b>

\*Harcourt recommends administering the Sounds & Letters subtest in two sessions.



# Scheduling

- Consider student characteristics
  - Test when students will be most comfortable, (e.g., after a meal rather than right before; after bathroom and water breaks rather than before).
  - Test when students are likely to do their best.
    - In the morning when students are more alert, if possible
    - Not right before or right after exciting events

# Test Environment

- Consider environmental conditions
  - Plan to arrange students so that they cannot look at each other's booklets
  - Take steps to prevent interruptions
    - Make sure the office knows the testing schedule, and that school personnel should not interrupt a testing session.
    - Place a sign on the door during testing: "Testing: Do not disturb"
  - Test in a place with adequate lighting

# ELL Exemption Guidelines

- Test all students who speak some English
  1. Test all ELL students who did the fall and/or winter DIBELS assessment
  2. For all other ELL students, administer the SAT-10 if they have a score on your school's ELL identification measure indicating that they have some English language. If they do not speak English according to the test your school district uses to identify ELL students, they are exempt and do not need to take the SAT-10.
  3. If you have no ELL identification test score for the child, use your professional judgment.

# SAT-10 Special Education Exemption Guidelines

- Review the student's IEP to see if there is a discrepancy between the accommodations on the IEP and the accommodations allowed by Harcourt.
- If there is no discrepancy, test the student using the accommodations on the IEP.
- If there is a discrepancy, the student is exempt and does not need to take the SAT-10.

# Accommodations and Modifications

- Accommodation: “...changes in format, response, setting, timing or scheduling that do not alter in any significant way what the test measures for the comparability of scores.”
- Modification: “...changes in the assessment (that) alter what the test is supposed to measure or the comparability of scores.”

Harcourt Assessment (2003). *Accommodations on Stanford 10 for Students with Disabilities* (p. 3).

# SAT-10 Accommodations

<b>Timing/Scheduling</b>	<b>SPED</b>	<b>ELL</b>
•Breaks between subtests	✓	✓
•Time of day most beneficial to students	✓	✓
•Frequent breaks within a subtest	✓	✓
<b>Setting/Administration</b>		
•Test in a small group	✓	✓
•Test individually	✓	✓
•Environmental modifications: Location with minimal distractions, preferential seating, noise buffers	✓	✓

# SAT-10 Accommodations

Presentation format	SPED	ELL
•Repeating directions	✓	✓
•Simplifying directions	✓	✓
•Large print	✓	
•Visual aids (magnifiers)	✓	
•Audio amplification	✓	

Directions and test items may **NOT** be translated into another language.

Items on reading subtests may **NOT** be read aloud to students.

# SAT-10 Accommodations

<b>Response Format</b>	SPED	ELL
•Visual aids (e.g., ruler for tracking across the page, pointing to words)	✓	✓
•Special pencil, pen, pencil grip	✓	
<b>Other</b>		
•For ELL students only: Use of dictionaries without definitions (e.g., Spanish/English word dictionaries)		✓
•Oral response in native language interpreted by school is <b><u>NOT</u></b> an allowable accommodation		
•Corrective feedback/coaching is <b><u>NOT</u></b> an allowable accommodation		



# Test Security

- Plan for securely storing tests before, during and after testing.
- Under no circumstances should test materials be copied or distributed.
- When testing is completed, all excess materials should be stored in a locked file cabinet or closet for use next year.

# SAT-10 Subtest Overview: Sounds and Letters

- Kindergarten clusters
  - Phonological Awareness
  - Orthographic Awareness
  - Alphabetic Principle

# SAT-10 Subtest Overview: Word Reading

<u>Clusters</u>	K	G1
Printed word to spoken word	✓	
Printed word to picture	✓	
Multiple printed word to picture	✓	✓
Dictated word to printed word	✓	

# SAT-10 Subtest Overview: Sentence Reading

<u>Clusters</u>	K	G1
Rhyming and non rhyming predictable text	✓	✓
Onset-rime	✓	✓
Simple sentences	✓	✓
Two simple sentences		✓

# SAT-10 Subtest Overview: Word Study Skills

- 1st & 2nd Grade Clusters
  - Structural analysis
  - Phonetic analysis - consonants
  - Phonetic analysis - vowels

# SAT-10 Subtest Overview: Reading Comprehension

<u>Clusters</u>	G1	G2
Two-sentence stories	✓	
Cloze	✓	
Short passages with questions	✓	✓
Initial Understanding	✓	✓
Interpretation	✓	✓
Critical analysis and strategies	✓	✓

# SAT-10 Subtest Overview: Reading Vocabulary

- 2nd Grade
  - Synonyms
  - Multiple meaning words
  - Context clues



# SAT-10 Administration Procedures - During Testing

- **Have appropriate materials on hand**
  - *Directions for Administering*
  - Practice Tests
  - Pencils (No.2)
  - Test Booklets
- **Keep materials secure**
- **Follow all directions in *Directions for Administering***
- **Use allowable accommodations as permitted and necessary**



# SAT-10 Test Administration

- Carefully follow ALL directions in *Directions for Administering*
- The SAT-10 is untimed
  - Allow students to continue working until:
    - They have completed the subtest OR
    - They are no longer working productively.
- Markers may be used, but are not required.
- During the practice test, take plenty of time to make sure students understand the response requirements of the test.

# SAT-10 Test Administration

- Prior to beginning, provide an explanation about the testing activity (see directions for the SESAT 2 practice page).
  - Include:
    - These activities will help me know how well you have learned some of the things we have been working on.
    - Some items may be easy for you and some may be more difficult. That's okay.
    - Listen carefully to all of the directions.
    - Do your very best work.

# SAT-10 Test Administration

- Read the directions exactly as written.
- If necessary, supplement directions with your own explanations in English.
- DO NOT alter or give help on specific test questions.
- If a mistake is made while reading the directions or test questions, say “No, that is wrong. Listen again.”
- Monitor students to ensure that they are recording answers properly, are on the correct page, etc.

# SAT-10 Administration Fidelity Checklist (non-B-ELL schools)

- Observe one complete subtest in each Kindergarten classroom.
- Complete an administration fidelity checklist during your observation.
- May also observe in 1<sup>st</sup> and 2<sup>nd</sup> grade classrooms.
- Turn in all completed forms to Deni Basaraba ([dbasaraba@uoregon.edu](mailto:dbasaraba@uoregon.edu))

# SAT-10 Administration Fidelity Checklist for B-ELL schools

- Observe one complete subtest in each 2<sup>nd</sup> grade classroom.
- Complete an administration fidelity checklist during your observation.
- May also observe in Kindergarten and 1<sup>st</sup> grade classrooms.
- Turn in all completed forms to Deni Basaraba ([dbasaraba@uoregon.edu](mailto:dbasaraba@uoregon.edu))



# SAT-10 Administration Procedures - After Testing

- **Collect all test material**
  - *Keep Directions for Administering* because they can be reused next year
  - Clean up Test-Booklets and pack for shipping
- **Complete the Master File and the SSID Header Sheets**
  - Both should have enrollments, grade, school and teacher information
  - 1 SSID Header Sheet per Classroom
- **Prepare materials for shipping to Scoring Center**
  - Follow instructions for boxing materials
  - Have materials ready for pick up at the office by 8:00am on May 16th.

# After testing

- Send all valid tests to Harcourt for scoring
- If a student did not have the opportunity to finish a subtest, erase all marks for that subtest. For example, if a student completed the first sitting of the Sounds and Letters subtest, but was absent for the second sitting and did not have an opportunity to finish, erase all marks for that test.
- Do NOT erase answers for those students who did not complete a subtest because they were unable to work productively on the test.

# Preparing Booklets for Shipment to Harcourt

- Inspect booklets; erase stray marks and darken light marks.
- Complete both sides of the Scoring Service Identification (SSID) Sheet for each class.
- Organize booklets by class with a completed Scoring Service Identification Sheet on top.
- Organize the class stacks into grade stacks.



# Preparing Booklets for Shipment to Harcourt (continued)

- Organize grade stacks into a school stack with kindergarten on top.
- Pack booklets in the boxes they were shipped to your school in.
- Place the complete Master File Sheet at the top of the first box.