

A Study of the
Stanford Achievement Test Series,
Tenth Edition (Stanford 10)
Alignment to the
Common Core State Standards

With the June 2, 2010, release of the Common Core State Standards, state-led education standards developed for K–12 English Language Arts and Mathematics, Pearson Learning Assessments and content experts conducted an in-depth study to analyze how the *Stanford 10 Achievement Test Series, Tenth Edition (Stanford 10)* and *Stanford 10 Online items align to the new standards.**

The study included analysis of all standalone and passage-based items on Form A of the *Stanford 10 English Language Arts (ELA)* and *Mathematics* subtests for K–12. Overall, 100 percent of the *Stanford 10 English Language Arts* items align to the Common Core State Standards, and 98.5 percent of the *Stanford 10 Mathematics* items are in alignment.

Details and examples of the alignment process conducted are included in this publication, along with more information about the *Stanford 10*'s relationship to the Common Core State Standards.

*Stanford 10 Form A items were aligned to the Common Core State Standards. There has been no claim that any Stanford Form adequately assesses the Common Core State Standards. This document only relays information about how well Stanford Form A items align to Common Core State Standards.

Stanford Achievement Test Series, Tenth Edition

The benchmark of excellence in achievement testing for more than 80 years, the Stanford 10 provides the valid and reliable data needed for an objective measure of student progress toward content standards and high expectations. This multiple-choice assessment helps to identify student strengths and needs, leading to effective placement and instructional planning.

Each item in the Stanford 10 is designed to measure up to four achievement parameters, including a content cluster, a cognitive level, a process level, and an instructional standard. The Stanford 10 content was developed from extensive review of national and state standards, as well as curricula and instructional practices.

The Stanford 10 and the Stanford 10 Online provide important information about achievement for students in all types of learning environments, including public, private, charter, and home schools.

With the release of the Common Core State Standards, the Stanford 10 continues to be an excellent and timely measure of achievement, and this publication illustrates how the test items align to the Common Core State Standards.

The Common Core State Standards Initiative

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts to provide a clear and consistent framework to prepare our children for college and the workforce.

The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live.

These standards define the knowledge and skills students should have within their K–12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

The standards:

- Focus on English Language Arts and Mathematics
- Are aligned with college and work expectations
- Are curriculum standards meant to serve as the base on which to build a broader set of assessment standards
- Are clear, understandable, and consistent
- Include rigorous content and application of knowledge through higher-order thinking skills
- Build upon strengths and lessons of current state standards
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society
- Are evidence-based

The complete version of the Common Core State Standards is available at www.corestandards.org

Stanford 10 Meets Your Needs Now and in the Future

The mission statement of the Common Core State Standards establishes that the standards are to “provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.” The Stanford 10 gives all students the opportunity to show what they know and can do. Results provide students, educators, and parents with information about student progress toward achievement of high academic standards, including the Common Core State Standards.

As states move toward adoption of the Common Core State Standards, the Stanford 10 continues to provide information about how well your students are meeting the objectives and goals set forth. The Stanford 10 is a single assessment, with multiple subtests, and provides you with insight into much of the Common Core State Standards.

The subtests in Stanford 10 that have items aligned to the Common Core State Standards are available online in the Stanford 10 Online, Form A. Please see the chart below for details.

Stanford 10 Online Alignment Done for All Subtests	Levels	Grades
Total Reading and Total Mathematics ONLY	P3–T3	3–11 & 12
Total Reading Only	P3–T3	3–11 & 12
Total Math Only	P3–T3	3–11 & 12

Stanford 10 Online Alignment Done for ELA and Mathematics Subtests	Levels	Grades
Complete Battery	P3–T3	3–11 & 12
Abbreviated Battery	P3–T3	3–11 & 12

Description and Process of the Stanford 10, Form A, Alignment to the Common Core State Standards

What items were aligned in the study?

All of the items for the ELA and Mathematics subtests in the Stanford 10 Scope and Sequence, on the facing page, were aligned to the Common Core State Standards as part of this study.

Alignment of Stanford 10, Form A, Stand-alone Items

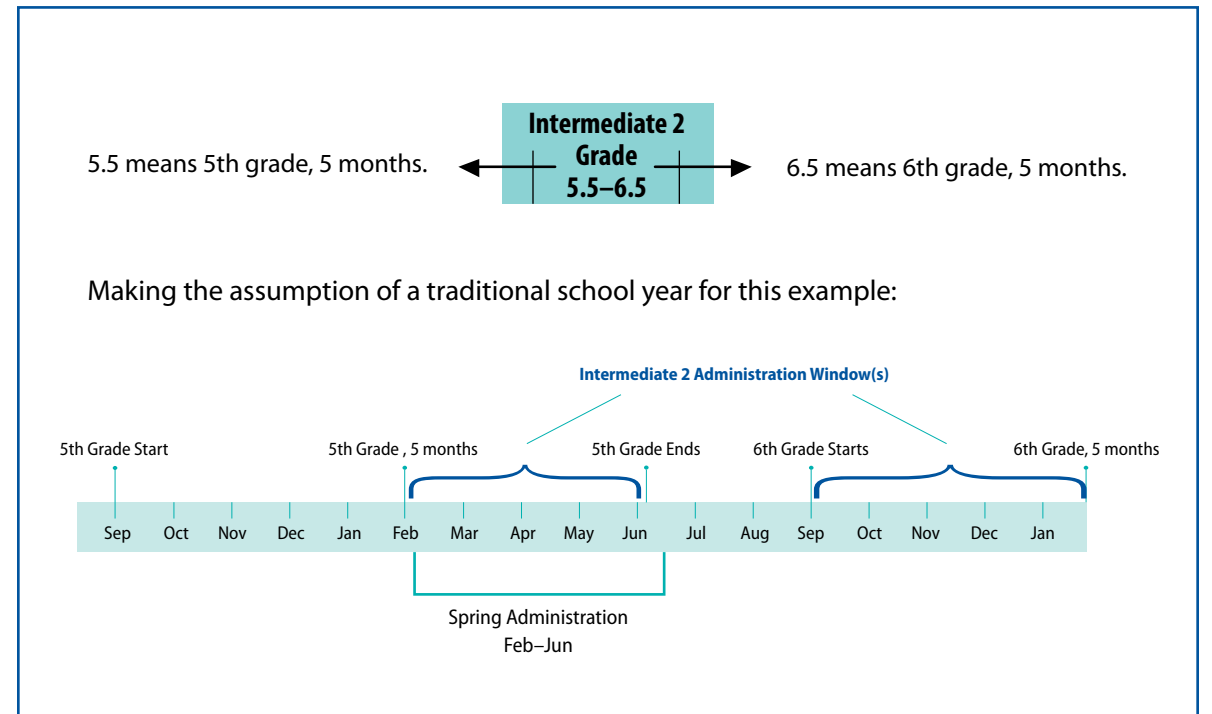
All of the Stanford 10 items are multiple-choice and are either stand-alone, or presented with a passage, passage-based. Stand-alone item alignment is addressed first.

To what grade or level were stand-alone items aligned?

In conducting the study, Stanford 10 stand-alone items were aligned to the grade level of the Common Core State Standards matching the spring administration level of that item in the Stanford 10. If a match was not found on level, an alignment match was sought one level above or one level below the Common Core State Standards grade level.

Example 1

A Stanford 10 item at the Intermediate 2 level was first aligned to grade 5, as the item is appropriate for a student who is in 5th grade for 5 or more months, indicating a spring administration of the 5th grade year.



STANFORD 10: 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		
Complete Battery—Multiple-Choice Subtests																												
Sounds and Letters	40	30	40	25	30	20	30	20	30	20	30	20																
Word Study Skills	30	15	30	25	30	25	30	30	30	30	30	30																
Sentence Reading			30	30	30	30																						
Reading Vocabulary				30	30	30	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	
Reading Comprehension			40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
Total Reading	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	
Mathematics	40	30	40	30	42	50	44	50	46	50	48	50	48	50	48	50	48	50	48	50	48	50	48	50	48	50	48	
Mathematics Problem Solving					30	30	30	30	30	30	32	30	32	30	32	30	32	30	32	30	32	30						
Mathematics Procedures					30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30						
Total Mathematics	72	80	74	80	72	80	74	80	76	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	
Language	40	40	40	40	40	40	48	45	48	45	48	45	48	45	48	45	48	45	48	45	48	45	48	45	48	45	48	
Spelling	36	30	36	30	36	30	36	30	38	35	40	35	40	35	40	35	40	35	40	35	40	35	40	35	40	35	40	
Listening To Words and Stories	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	
Listening	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	
Environment	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	
Science	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	
Social Science	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	
Basic Battery*	150	105	180	140	318	295	298	265	316	290	322	280	292	260	292	260	292	260	292	260	292	260	292	260	292	260	292	
Complete Battery	190	135	220	170	358	325	338	295	396	330	402	330	372	310	372	310	372	310	372	310	372	310	372	310	372	310	372	
Total Testing Time	2 hrs. 15 min.	2 hrs. 50 min.	3 hrs. 25 min.	3 hrs. 55 min.	4 hrs. 25 min.	4 hrs. 55 min.	5 hrs. 30 min.	5 hrs. 30 min.	5 hrs. 30 min.	5 hrs. 30 min.	5 hrs. 30 min.	5 hrs. 30 min.	5 hrs. 30 min.	5 hrs. 30 min.	5 hrs. 30 min.	5 hrs. 30 min.	5 hrs. 30 min.	5 hrs. 30 min.	5 hrs. 30 min.	5 hrs. 30 min.	5 hrs. 30 min.	5 hrs. 30 min.	5 hrs. 30 min.	5 hrs. 30 min.	5 hrs. 30 min.	5 hrs. 30 min.	5 hrs. 30 min.	
Abbreviated Battery—Multiple-Choice Subtests																												
Word Study Skills	20	11	20	11	20	11	20	11	20	11	20	11	20	11	20	11	20	11	20	11	20	11	20	11	20	11	20	11
Word Reading	20	17	20	17	20	17	20	17	20	17	20	17	20	17	20	17	20	17	20	17	20	17	20	17	20	17	20	17
Sentence Reading	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
Reading Vocabulary	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Reading Comprehension	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Total Reading	90	78	70	55	70	55	70	55	70	55	70	55	70	55	70	55	70	55	70	55	70	55	70	55	70	55	70	
Mathematics	30	34	30	34	30	34	30	34	30	34	30	34	30	34	30	34	30	34	30	34	30	34	30	34	30	34	30	
Mathematics Problem Solving	20	24	20	24	20	24	20	24	20	24	20	24	20	24	20	24	20	24	20	24	20	24	20	24	20	24	20	
Mathematics Procedures	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Total Mathematics	50	58	50	58	50	58	50	58	50	58	50	58	50	58	50	58	50	58	50	58	50	58	50	58	50	58	50	
Language	30	28	30	28	30	28	30	28	30	28	30	28	30	28	30	28	30	28	30	28	30	28	30	28	30	28	30	
Spelling	30	25	30	25	30	25	30	25	30	25	30	25	30	25	30	25	30	25	30	25	30	25	30	25	30	25	30	
Environment	30	23	30	23	30	23	30	23	30	23	30	23	30	23	30	23	30	23	30	23	30	23	30	23	30	23	30	
Science	30	19	30	19	30	19	30	19	30	19	30	19	30	19	30	19	30	19	30	19	30	19	30	19	30	19	30	
Social Science	30	19	30	19	30	19	30	19	30	19	30	19	30	19	30	19	30	19	30	19	30	19	30	19	30	19	30	
Abbreviated Battery	230	212	210	189	240	203	240	201	220	187	220	187	220	187	220	187	220	187	220	187	220	187	220	187	220	187	220	
Total Testing Time	3 hrs. 32 min.	3 hrs. 9 min.	3 hrs. 23 min.	3 hrs. 21 min.	3 hrs. 7 min.	3 hrs. 7 min.	3 hrs. 7 min.	3 hrs. 7 min.	3 hrs. 7 min.	3 hrs. 7 min.	3 hrs. 7 min.	3 hrs. 7 min.	3 hrs. 7 min.	3 hrs. 7 min.	3 hrs. 7 min.	3 hrs. 7 min.	3 hrs. 7 min.	3 hrs. 7 min.	3 hrs. 7 min.	3 hrs. 7 min.	3 hrs. 7 min.	3 hrs. 7 min.	3 hrs. 7 min.	3 hrs. 7 min.	3 hrs. 7 min.	3 hrs. 7 min.	3 hrs. 7 min.	

NOTE: Stanford 10 allows flexible testing times. The testing times indicated above are guidelines to help administrators and teachers plan. * Basic Battery = Administration without Science and Social Science.

K = No. of Items T = Time in Minutes

If a match was not found in grade 5 of the Common Core State Standards, an alignment was sought in grade 6 of the Common Core State Standards, as Intermediate 2 is also appropriate to administer to a student who is in 6th grade for 5 or fewer months.

If a match was not made at grade 6, an alignment was sought in grade 4 of the Common Core State Standards, as every standard set features different cut-off points, from a content standpoint and from grade to grade. However, often within a span of ± 1 grade, an item is still appropriate from a content, context, and reading complexity standpoint and an alignment can be found.

If no match was found within this span, the item would either need to be aligned to a less specific standard on the original grade, or it may be considered not to align. The non-alignment decision is based on the judgment of the person using the item and the purpose for which the item is being used.

What type of alignment was done for standalone items and how?

The alignment was conducted manually by content area experts. Each item was aligned to one standard based on content, intent of the standard, and grade level relevance.

To what level within the standard set were standalone items aligned?

Stanford 10 standalone items were aligned to the lowest, most specific level of the Common Core State Standards possible.



Example 2

An item representative of a Stanford 10 Mathematics Problem Solving item appropriate for a 6th grade spring administration is shown below.

Item 1

Juanita's bowling scores were 80, 99, 96, 82, and 93.
What was her mean score?
A. 80 B. 90 C. 93 D. 96

Aligns to:

A sample of the 6th grade Common Core State Standards for Mathematics is shown below.

6.SP Statistics and Probability

Summarize and describe distributions

6.SP.5 Summarize numerical data sets in relation to their context, such as by:

6.SP.5.c Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

The goal was to align item 1 to the lowest or most specific level of the standards as possible. Therefore, item 1 can be matched to 6.SP.5.c, the most specific standard with the most appropriate content (finding the mean of a set of data).

Example 3

Another item representative of a Stanford 10 Mathematics Problem Solving item appropriate for a 6th grade spring administration is shown below.

Item 2

Juanita's bowling scores were 80, 82, 92, 92, and 74.
What was the mode of her scores?
A. 74 B. 82 C. 84 D. 92

Aligns to:

Item 2 does not align to the specific content in the standard 6.SP.5.c. as it assesses “finding the mode of a set of data” and “finding the mode” is not part of the content of 6.SP.5.c.

The next step would be to look at the 5th and 7th grade Common Core State Standards to determine if the item matches one of the most specific standards at one of those grades. It would be determined that “finding the mode of a set of data” is NOT specifically addressed in grades 5, 6, or 7 of the Common Core State Standards.

The final step would be to return to the 6th grade Common Core State Standards to determine whether a less specific level of the standards matches the content in this item. It is clear that this type of item does match 6.SP.5, as 6.SP.5 is more general and “finding the mode” addresses this more general standard.

Alignment of Stanford 10, Form A, Passage-based Items

Passage-based item alignment will now be addressed.

To what grade or level were passage-based items aligned?

Stanford 10 items that are associated with passages, such as the Reading Comprehension items, were aligned to the Common Core State Standards based on the Stanford 10 level of the passage. For instance, items belonging to a Primary 3 passage were aligned to standards within the Grade 3 Common Core State Standards. In the same manner, items in a TASK 2 passage were aligned to standards within the Grade 9/10 band of the Common Core State Standards. The Stanford 10 levels and their correspondence to the Common Core State Standards grade levels for this alignment are shown in the chart below.

Stanford Levels: S1 through T3 with Administration Windows												
SESAT1	SESAT2	Primary 1	Primary 2	Primary 3	Intermediate 1	Intermediate 2	Intermediate 3	Advanced 1	Advanced 2	Task 1	Task 2	Task 3
Admin Grade K.0–K.5	Admin Grade K.5–1.5	Admin Grade 1.5–2.5	Admin Grade 2.5–3.5	Admin Grade 3.5–4.5	Admin Grade 4.5–5.5	Admin Grade 5.5–6.5	Admin Grade 6.5–7.5	Admin Grade 7.5–8.5	Admin Grade 8.5–9.9	Admin Grade 9.0–9.9	Admin Grade 10.0–10.9	Admin Grade 11.0–12.9
CCSS-K	CCSS-K	CCSS Gr 1	CCSS Gr 2	CCSS Gr 3	CCSS Gr 4	CCSS Gr 5	CCSS Gr 6	CCSS Gr 7	CCSS Gr 8	CCSS Gr 9–10 band	CCSS Gr 9–10 band	CCSS Gr 11–12 band

Corresponding Grade Levels in the Common Core State Standards for Language Arts

What type of alignment was done for passage-based items and how?

The alignment was conducted manually by content area experts. Each item was aligned to one standard based on content, intent of the standard, and grade level relevance.

To what level within the standard set were passage-based items aligned?

Stanford 10 passage-based items were all aligned to the lowest, most specific level of the Common Core State Standards. Language Arts Common Core State Standards can be either fairly specific in focus (Example 4) or more broad and encompassing (Example 5).

Example 4, below, shows an item representative of Stanford 10 that can be answered using information clearly found in the text of the passage.

Example 4

David’s town is called Hockey Town, USA because —

- A. several famous hockey players were born there
- B. it has more hockey teams than neighboring towns
- C. his town supports a well known hockey camp
- D. hockey is a popular sport played by the most people

This grade 3 item aligns to the standard RI.3.1 found under the strand “Reading Standards for Informational Text.”

RI–Reading Standards for Informational Text

Key Ideas and Details

RI.3.1–Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

In Example 4, the item aligns to RI.3.1 because the item requires the reader to understand explicit information found in the passage to answer the question of why David’s town is called Hockey Town, USA. The standard contains very specific skills that are assessed by this item, making the alignment to RI.3.1 very appropriate.

In the next example, Example 5, the correct answer is neither explicitly found in the passage text, nor determined solely by inference. The reader must extend his or her thinking beyond the text.

Example 5

Based on Mr. Calder’s customer letter, in the future, he will most likely —

- A. buy KomputerKleen for his office staff
- B. recommend KomputerKleen to his wife
- C. give KomputerKleen as a gift to clients
- D. watch for store coupons for KomputerKleen

This grade 5 item aligns to the standard RI.5.10 found under the strand, “Reading Standards for Informational Text.”

RI–Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

RI.5.10–By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

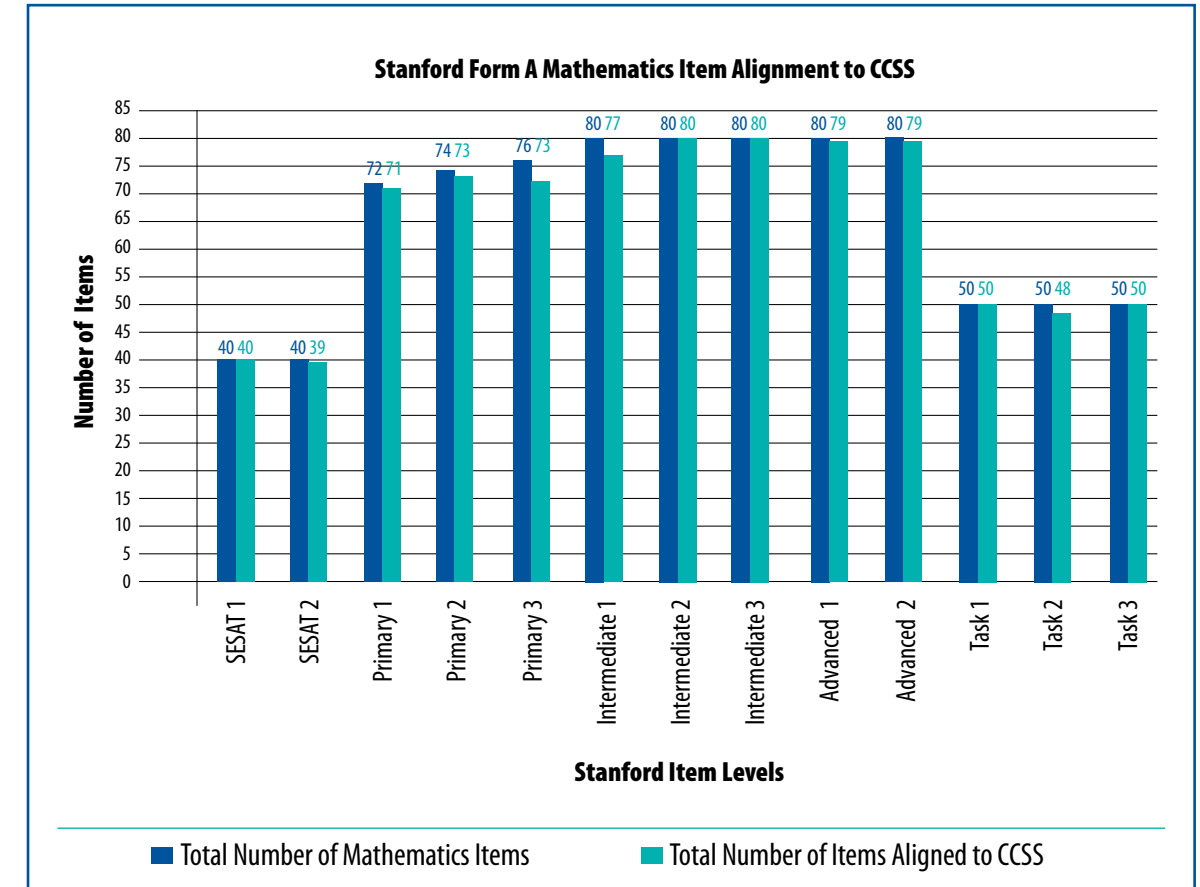
This item requires extended thinking beyond the text. The task of “extending thinking beyond the text” is inherent to reading independently and proficiently, and falls within the purposeful broadness of RI.5.10 in the Common Core State Standards. Even though broad, this is the best alignment for this item.

How Well Does a Stanford 10, Form A, Item Align to a Common Core State Standard?

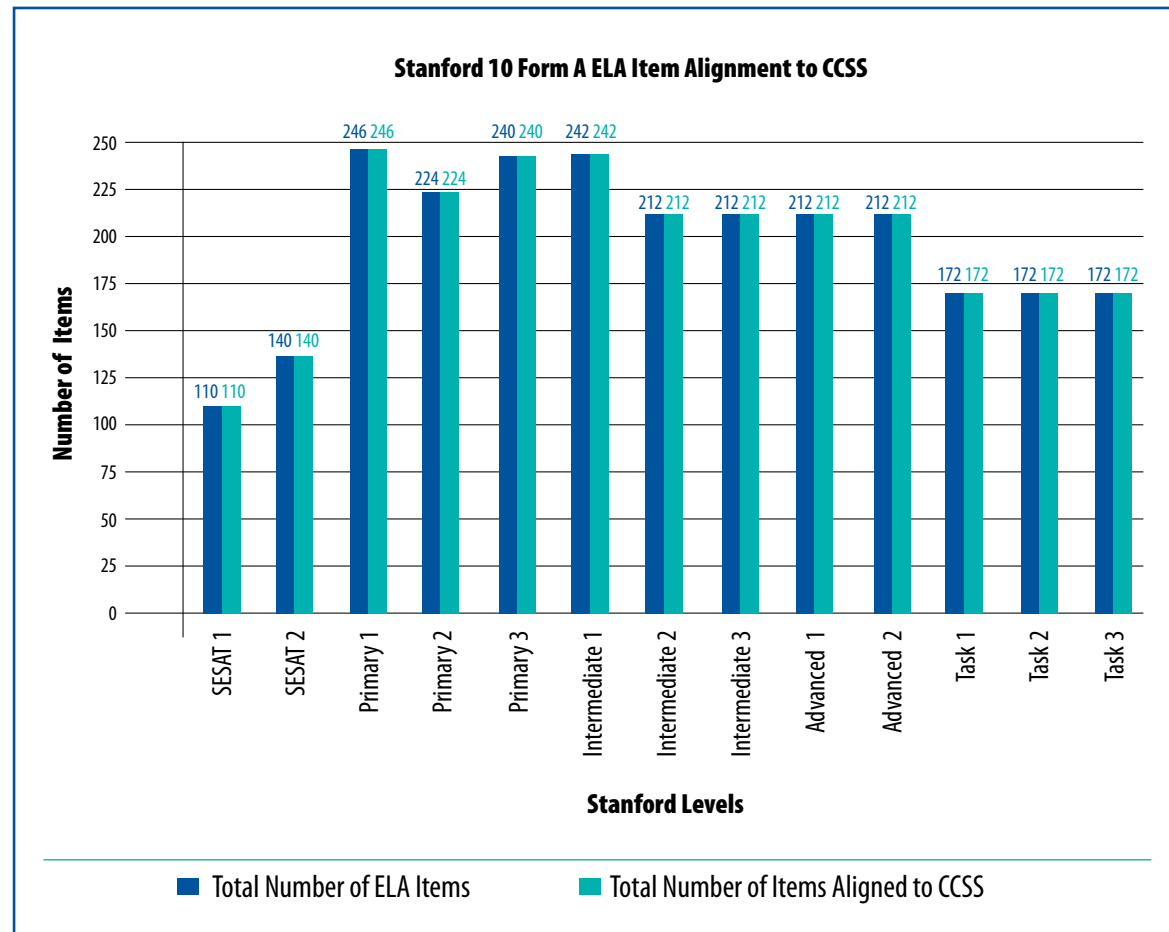
All Stanford 10, Form A, items, standalone and passage-based, may not match the entire content of a Common Core State Standard, as the Common Core State Standards are somewhat broad and often contain more than one learning objective and/or skill. However, the item will match at least one of the learning objectives and/or skills represented in the standard to which it is aligned. Looking at Example 3 in the standalone item section, the item is about “finding the mean,” while the standard is about mean, median, range, etc. The item aligns to this standard, because part of this standard is about mean, one of the quantitative measures of central tendency.

Results of Stanford 10, Form A, Alignment to the Common Core State Standards

For Mathematics, 98.5% of the Stanford 10, Form A, items align to the Common Core State Standards. Items are included from the Mathematics, Mathematics Problem Solving, and Mathematics Procedures subtests, as applicable by Stanford level.



For English Language Arts, 100% of the Stanford 10, Form A, items align to the Common Core State Standards. Items are included from subtests that are part of the Total Reading Score and items from the Language, Spelling, Listening to Words and Stories, and Listening subtests, as applicable by Stanford level.



As shown in the last two graphics, Stanford 10, Form A, Mathematics and ELA items align very well to the Common Core State Standards. The few mathematics items that do not align reflect the differences between the curriculum and assessment standards that were studied during the development of Stanford 10 and the Common Core State Standards that were approved in June, 2010.

This strong item alignment to Common Core State Standards does not indicate that Stanford 10, Form A assesses the entire breadth and depth of the Common Core State Standards. However, Stanford 10 Mathematics and ELA subtests provide valuable information about student performance on fundamental learning objectives relevant to the Common Core State Standards.



Clinical Assessment | 19500 Bulverde Road | San Antonio, Texas 78259-3701 | PearsonAssessments.com/LearningAssessments

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