- **Presentation Outline**
  - SAT-10 / Aprenda background
  - Test administration procedures
    - Before testing
    - During testing
    - After testing
  - Questions

SAT-10 / Aprenda

- **Background**

SAT-10	Aprenda
Norm-referenced standards based testing	
Content aligned with state and national standards	
Same subtests and number of items	
Untimed, flexible testing times	
Easy-to-navigate answer document	
Full-color testing materials	
Normed Spring and Fall 2002	Normed Spring and Fall 2004
13 levels (SESAT 1 – Task 3)	12 levels (Preprimer 1 – Advanced 2)

Scope and Sequence Complete Battery

Oregon Reading First
2008 SAT-10/Aprenda Timeline

Event	Target Date
Information packet from Pearson mailed to schools/Pre-ID labels	Around April 1, 2009
Testing materials delivered to schools	By April 7, 2009
SAT-10 / Aprenda Webinar training	April 7, 2009, 1:00 pm - 3:00 pm
Administration of practice tests	No more than 1 week prior to testing
Administration of tests	April 27 – May 8, 2009
Email fidelity checks to Deni Basaraba	By May 15, 2009
Pack materials for shipment to Pearson's scoring center	By 8:00am, May 15, 2009
Pearson will schedule a UPS pick up for your completed test materials	On or around May 15, 2009
All tests received by Pearson for scoring	By May 26, 2009
Reports to schools (PDF files)	August 14, 2009

SAT-10 / Aprenda Administration Procedures: Before testing

- Receive materials
- Prepare materials
- Schedule times for testing
  - Considerations for scheduling
  - Arrangement of testing environment
- Identify students who may be exempt or who may need accommodations
- Prepare test administrators
  - Study the *Directions for Administering*

SAT-10/Aprenda Administration: Receive and Prepare Materials

- Receive materials
  - Inventory materials upon receipt
  - Report any discrepancies immediately to Adam Prieto at Pearson
    - adam.prieto@pearson.com
    - (210) 339-5430
- Prepare materials
  - Apply Pre-Id labels to tests
  - Bubble in student information for any student who does not have a pre-id label

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Applying Pre-Id Labels

- Apply identification labels to booklets.
  - If you have labels for students who no longer attend your school, discard them.
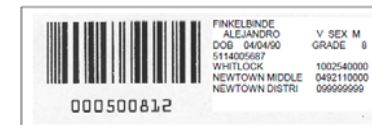
Correct Placement of Pre-Id Label

For students who don't have a label (SAT-10)

- 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.*
- Note: Items marked with an asterisk are required.
  - *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.

For students who don't have a label (Aprenda)

- For students for whom you do not have a label, write and bubble the information on the back cover.
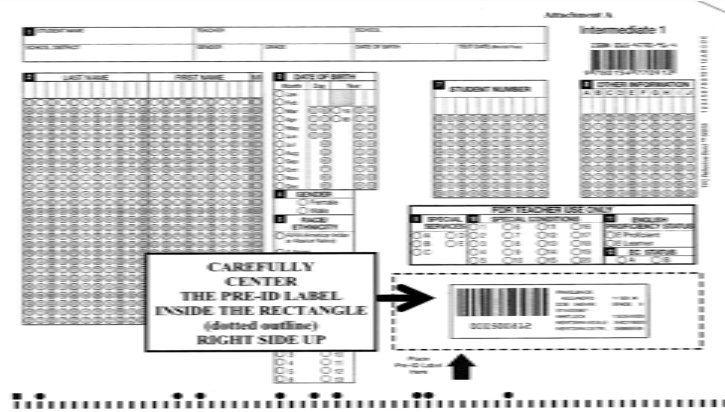- *The information should match that entered into the IDEL system.*
- Note: Items marked with an asterisk are required.
  - *Box 1: Nombre, maestro/a, escuela, distrito escolar, grado, fecha de nacimiento, fecha de la prueba
  - *Box 2: Apellido paterno, nombre
  - *Box 3: Fecha de nacimiento
  - Box 4: Género
  - Box 5: Procedencia
  - *Box 6: Grado escolar
  - *Box 7: Número del estudiante. This number should match the student ID number entered into the IDEL system.

SAT-10 Administration: 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		30	30
Reading Comprehension		50	50
Reading Vocabulary			30
(Total minutes)	120	155	110

*Pearson recommends administering the Sounds & Letters subtest in two sessions. 12

Aprenda Administration:
Scheduling (approximate testing time in minutes)

Subtests	Grade (Test level)		
	Kindergarten (Preprimario 2)	Grade 1 (Primario 1)	Grade 2 (Primario 2)
Sounds & Letters/ Sonidos y Letras*	50		
Word Reading/Lectura de Palabras	25	35	
Sentence Reading/Lectura de Oraciones	40	40	
Reading Comprehension/ Comprensiòn de Lectura		50	50
Reading Vocabulary/Vocabulario			30
Total minutes	**115**	**125**	**80**

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

SAT-10/Aprenda Administration:
Considerations for 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

14

SAT-10/Aprenda Administration:
Arranging the Testing 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

15

Exemption and Accommodation Guidelines

- Please send an email to Rebecca with a list of the exempt/accommodated students and a reason for the exemption/accomm.
  - rbriggs@uoregon.edu
- For example:
  - Johnny Soandso exempt due to no score on ELL language assessment
  - Brandie Student accommodations as written on IEP

16

SAT-10 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.

17

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 Pearson.
- 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.

18

Aprenda Special Education / ELL Exemption guidelines

- For students in Special Education, follow the same exemption guidelines as provided for the SAT-10
- All other students who are ELL being taught to read in Spanish as part of Oregon Reading First should take the Aprenda
    - There are no exemptions given for ELL on the Aprenda

19

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). A*ccommodations on Stanford 10 for Students with Disabilities* (p. 3).

20

SAT-10 / Aprenda Accommodations

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

21

SAT-10 / Aprenda 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.

22

SAT-10 / Aprenda Accommodations

Response Format	SPED	ELL
•Visual aids (e.g., ruler for tracking across the page, pointing to words)	√	√
•Special pencil, pen, pencil grip	√	
Other		
•For ELL students only: Use of dictionaries without definitions (e.g., Spanish/English word dictionaries)		√

•Oral response in native language interpreted by school is **NOT** an allowable accommodation
•Corrective feedback/coaching is **NOT** an allowable accommodation

23

Provide Administration Directions to Administrators

- Administrators of the test should get the Directions for Administering as soon as possible
- Please look through it and familiarize yourself with the wording and the flow of the test
- These booklets are yours to keep at the school, so you can feel free to highlight in them or make notes as necessary

24

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.
  - If you will not use them next year, we will make arrangements to have the excess materials gathered up and delivered to the Oregon Reading First Center.

25

SAT-10 / Aprenda Administration Procedures - During Testing

STANFORD

- **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**

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SAT-10 / Aprenda Test Administration

- Carefully follow ALL directions in *Directions for Administering*
- The SAT-10 / Aprenda 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.
  - You can also take time to make sure students understand why an answer is correct or incorrect.

27

SAT-10 / Aprenda 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.

28

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.

Aprenda Test Administration

- Read the directions exactly as written (in Spanish).
- If necessary, supplement directions with your own explanations **in Spanish**.
- **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" (in Spanish)
- Monitor students to ensure that they are recording answers properly, are on the correct page, etc.
- The Aprenda contains subtest in other academic areas (Math, Spelling, Science). Administer only the Reading subtests.

SAT-10 Administration Fidelity Checklist (all schools)

- Observe one complete subtest in each 2nd grade classroom.
- Complete an administration fidelity checklist during your observation.
- May also observe in K and 1st grade classrooms.
- Turn in all completed forms to Deni Basaraba (dbasaraba@uoregon.edu) by Friday, May 15th.

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 15th.

After Testing

- Send all valid tests to Pearson 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.
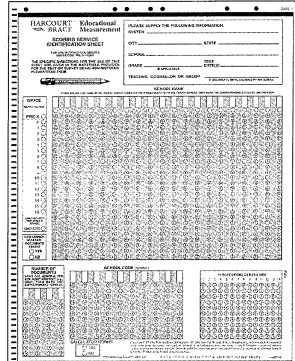
Preparing Booklets for Shipment to Harcourt

- 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.
- You may loosely band the stacks with paper strips to keep them together, but please DO NOT use rubber bands.
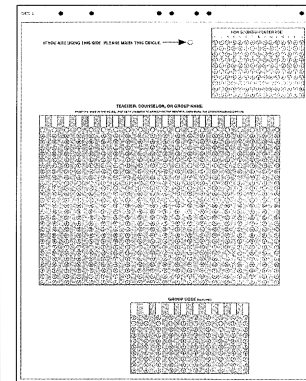
SSID Sheet SIDE 1

Exhibit A

- On SIDE 1, enter the information in the upper right hand corner. Enter and bubble in the Grade, School Name, and Number of Documents.

SSID Sheet SIDE 2

Exhibit B

- On SIDE 2, completely darken the circle at the top of the page. Enter and bubble in the Teacher Name. The School Code and Group Code sections should be bubbled in only according to local instructions.

Grouping stacks for shipment

- Arrange the "basic unit" stacks so that the page with the NAME GRID is facing up and the margin with the black horizontal bars is on the left. Keep the SSID sheet in place for each basic unit on top of each basic unit stack.
- Arrange the basic unit stacks into grade stacks (unless your basic unit is your grade).
- Organize these grade stacks into a school stack so that the lowest grade for the school is at the top of the stack.
  - For most schools this will mean you will put your 2nd grade tests on the bottom and work your way up to having Kindergarten tests on the top.

Packing the Booklets

- Pack the booklets in the same order you stacked them.
  - Put the older grades in first so they are on the bottom and work your way up to having Kindergarten on the top.
  - You may use crushed paper to fill in boxes to keep tests from shifting during shipment, but please DO NOT use other packing materials (foam peanuts, popcorn, etc.)
- Use the same boxes that the tests were shipped to you in.
- Place the completed Master File Sheet at the top of the first box of the shipment.
- Label all boxes serially (1 of 4, 2 of 4, etc.)

UPS Label and Pick-up

Exhibit C

Oregon SAT-10 Select (ORRS0) Program

District/School Name-_____
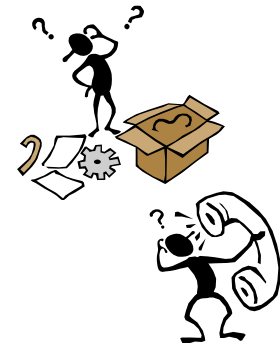Street Address-_____
City, St., Zip-_____

SHIP TO:

Harcourt Assessment, Inc.
Scoring Center
19500 Bulverde Road
San Antonio, TX 78259

- Complete a label for each box being shipped.
- Use both District and School name on the first line.
- Pearson will schedule your school's pick up for May 15th or soon after.
- Please contact Adam Prieto if you have questions about pick up.
  - Adam.Prieto@pearson.com

Questions?

- Contact information
  - Rebecca Briggs
    - rbriggs@uoregon.edu
  - Adam Prieto
    - adam.prieto@pearson.com
  - Deni Basaraba
    - dbasaraba@uoregon.edu

THANK YOU ALL FOR YOUR HARD WORK!