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GENERAL INFORMATION

FEATURES OF THE AACS STANFORD 10 TESTING PROGRAM

Stanford 10 has many new features that make it stand out from other achievement batteries

- **Full-color, Student-friendly Layout with Innovative New Types of Multiple-Choice Questions** - Items that call for actual performance on the part of the students encourage critical thinking and problem solving.

- **Emphasis on Thinking Skills** - All of the items in Stanford 10 assess either Basic Understanding or Thinking Skills, with more items than ever before assessing the higher order skills.

- **Alignment with the National Assessment of Educational Progress (NAEP)** - The Stanford 10 Reading Comprehension test provides similar information about students' reading ability to that from the NAEP. Scores are reported by type of reading selection (literary, informational, and functional), as well as by the comprehension process employed (initial understanding, interpretation, critical analysis, and strategies).

- **Reading Selections Commissioned from Published Authors** - Many of the selections in the Reading Comprehension test are written by well-known authors of children's and young people's books.

- **Two Mathematics Tests: Mathematics Problem Solving and Mathematics Procedures** - The Mathematics Problem Solving and Mathematics subtests reflect the National Council of Teachers of Mathematics (NCTM) *Principles and Standards for School Mathematics*. Further reflecting these *Principles and Standards*, the Mathematics Procedures subtest contains context that provides students with insight into the rationale behind performing the calculations.

- **Mathematics Reference Sheets and Calculators** - A Mathematics Reference Sheet is required for each student administered Mathematics Problem Solving (Test Levels Advanced 1 and 2) or Mathematics (Test Levels TASK 1, 2, and 3). In addition, calculators may be used at those levels plus at Test Levels Intermediate 1, 2, and 3.

- **Emphasis on the NCTM Principles and Standards** - As specified by the NCTM *Principles and Standards*, most mathematics items in Stanford 10 are presented in context and emphasize the problem solving and reasoning skills promoted by the NCTM *Principles and Standards* and all state content standards.

- **Spelling Tested in an Authentic Format** - The Spelling test presents items in the context of a sentence rather than as isolated words. Beginning at the
Primary 3 level, a “No Mistake” option is included in order to assess students’ ability to recognize words that are spelled correctly as well as identify spelling errors.

→ **Listening Assessed Realistically** - The Listening test includes longer passages on topics that engage students with more items per passage (typically between three and six). Students are allowed to take notes while listening.

→ **Emphasis on Process Skills in Science and Social Science** - The number of retention or recognition items in Science and Social Science are limited, with a significant number of items assessing process skills of these disciplines.

→ **Content-Referenced Performance Standards** - Performance standards are available for Stanford 10. Students can receive, in addition to the full array of norm-referenced information, content-referenced scores that represent achievement levels: partial mastery, solid academic performance, and superior performance.

→ **Content and Process Cluster Scores** - In addition to Thinking Skills scores, Stanford 10 includes embedded process scores. These scores require no additional testing time.

→ **Combination Testing with the Otis-Lennon School Ability Test™, Eighth Edition (OLSAT 8)** - When Stanford 10 is administered in combination with OLSAT8, special scores called Achievement/Ability Comparisons provide meaningful information about students in comparison (AAC) with other students of the same measured ability.

AACS will use the *Stanford Achievement Test Series, Tenth Edition*, and the *Otis-Lennon School Ability Test™, Eighth Edition*, for its norm-referenced testing program. Both tests are copyrighted by Pearson. The *Stanford Achievement Test Series, Tenth Edition* (Stanford 10) and the *Otis-Lennon School Ability Test™, Eighth Edition* (OLSAT8), are available at all grade levels.

**Handbook for Test Coordinators**

The instructions contained in this AACS Handbook for Test Coordinators supplement the Stanford 10 *Directions for Administering* and the OLSAT8 *Directions for Administering*. The handbook outlines the responsibilities of the School Test Coordinator and Teachers/Examiners for receiving and distributing test materials, administering the test, and collecting, packaging, and returning the answer documents to Pearson’s Scoring Center in Austin, Texas. It also contains information for ordering scoring services and examples of score reports. It is essential that the guidelines in this Handbook be followed carefully.

**Membership Required**

Current and active (2014) AACS school membership is required in order to participate in the 2014 AACS Spring Testing Program. **Note:** Refer to the 2014 listing of AACS member school codes. If your school is not listed, please contact Terrie South at AACS: 423-629-4280 or tsouth@aacs.org.
This year’s testing is scheduled to occur between March 17 and April 25, 2014. Machine scorable documents should be shipped to the scoring center to arrive no later than May 2, 2014. Documents arriving after May 2, 2014, will NOT be included in the AACS summary data.

Calculators
Calculators may be used by AACS students in grades 4–8 for the Mathematics Problem Solving subtest and students in grades 9–12 for the Mathematics subtest of the Stanford 10. Calculators must be four-function calculators. Addition, subtraction, multiplication, and division are the only functions that may be used. No other calculators may be used.

Questions
Questions regarding materials, scoring services, packing instructions, or processing and reporting for grades K through 12 may be directed to:

Margaret Martinez
Special Program/Customer Service Professional
1-888-988-2804 - Prompt 1 (Toll-Free)
margaret.martinez@pearson.com
# IMPORTANT DATES TO REMEMBER

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 17–April 25, 2014</td>
<td>Testing Period</td>
</tr>
<tr>
<td>May 2, 2014*</td>
<td>Final date for receiving answer documents for inclusion in the AACS summary reports</td>
</tr>
<tr>
<td>July 8, 2014</td>
<td>State Reports shipped to state officers</td>
</tr>
<tr>
<td>July 8, 2014</td>
<td>System summary reports shipped to the AACS office</td>
</tr>
</tbody>
</table>

→ Once your shipment has arrived at the Scoring Center, you should allow approximately 21 business days for processing time plus transportation time for delivery of reports.

→ You are encouraged to send in your scorables as soon as testing has concluded and well before the cut-off date of May 2, 2014.

→ Schools that are alerted for incorrect packaging, mismatched test levels, or inaccurate information on the SPOSS will have longer processing times.

*All documents received after May 2, 2014 will not be included on the AACS Summary Reports.

Each school will be responsible for returning its answer documents to the Pearson Scoring Center in Austin, Texas. Schools must utilize United Parcel Service (UPS) or other traceable shipping method such as delivery confirmation or tracking number. Pearson will not be responsible for scorables shipped using an untraceable shipping method. For information on traceable shipping methods see the Checklist for Test Coordinator’s in this Handbook.
### OVERVIEW OF MATERIALS

2014 American Association of Christian Schools (AACS) Testing Program

**Stanford Achievement Test Series, Tenth Edition, Form A**

**Otis-Lennon School Ability Test, Eighth Edition**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Stanford 10</th>
<th>Stanford 10 Level</th>
<th>OLSAT8 Level</th>
<th>Stanford 10 Practice Test</th>
<th>OLSAT8 Practice Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Complete Battery Consumable Test Booklet</td>
<td>SESAT 2</td>
<td>Level A</td>
<td>SESAT 2</td>
<td>A</td>
</tr>
<tr>
<td>1</td>
<td>Complete Battery Consumable Test Booklet</td>
<td>Primary 1</td>
<td>Level B</td>
<td>Primary 1</td>
<td>B</td>
</tr>
<tr>
<td>2</td>
<td>Complete Battery Consumable Test Booklet</td>
<td>Primary 2</td>
<td>Level C</td>
<td>Primary 2</td>
<td>C</td>
</tr>
<tr>
<td>3</td>
<td>Complete Battery Consumable Test Booklet</td>
<td>Primary 3</td>
<td>Level D</td>
<td>Primary 3</td>
<td>D</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Complete Battery Reusable Test Booklet &amp; Answer Document</td>
<td>Intermediate 1</td>
<td>Level E</td>
<td>Intermediate 1</td>
<td>E</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Complete Battery Reusable Test Booklet &amp; Answer Document</td>
<td>Intermediate 2</td>
<td>Level E</td>
<td>Intermediate 2/3</td>
<td>E</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Complete Battery Reusable Test Booklet &amp; Answer Document</td>
<td>Intermediate 3</td>
<td>Level F</td>
<td>Intermediate 2/3</td>
<td>F</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>Complete Battery Reusable Test Booklet &amp; Answer Document</td>
<td>Advanced 1</td>
<td>Level F</td>
<td>Advanced 1/2</td>
<td>F</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>Complete Battery Reusable Test Booklet &amp; Answer Document</td>
<td>Advanced 2</td>
<td>Level F</td>
<td>Advanced 1/2</td>
<td>F</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>Complete Battery Reusable Test Booklet &amp; Answer Document</td>
<td>TASK 1</td>
<td>Level G</td>
<td>*Advanced 1/2</td>
<td>*F</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>Complete Battery Reusable Test Booklet &amp; Answer Document</td>
<td>TASK 2</td>
<td>Level G</td>
<td>*Advanced 1/2</td>
<td>*F</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>Complete Battery Reusable Test Booklet &amp; Answer Document</td>
<td>TASK 3</td>
<td>Level G</td>
<td>*Advanced 1/2</td>
<td>*F</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>Complete Battery Reusable Test Booklet &amp; Answer Document</td>
<td>TASK 3</td>
<td>Level G</td>
<td>*Advanced 1/2</td>
<td>*F</td>
</tr>
</tbody>
</table>

*Advanced 1/2 & OLSAT F Practice Tests can be used at TASK 1/2/3 levels

** Answer Documents are required at grade 4-12. Answer Documents must be purchased separately and are not included with reusable Test Booklets
HOME SCHOOL STUDENTS

Test material orders for Home School students must be placed by a member school of AACS. No orders will be accepted from parents. Test material orders, when placed by an AACS member school, can be either original or additional orders. **Orders must be mailed or faxed. No phone orders will be accepted.**

Member schools may test home school students who request testing services under the following terms and conditions:

→ the home school must be approved by the member school for the purpose of achievement testing
→ testing must be conducted at the member school
→ home school testing must be scored at the same time the member school's answer documents are scored (they are scored as an excluded group so that home school test scores are not included with member school scores)
→ all test materials must remain in the possession of the member school.

Home School Students’ answer documents MUST be shipped along with the member school's answer documents.

SPECIAL EDUCATION STUDENTS

The purpose of testing Special Education students is to gather information about academic achievement and student performance data useful for diagnosis and placement. Assessment Results from the *Stanford Achievement Test Series, Tenth Edition* and/or the *Otis-Lennon School Ability Test, Eighth Edition* could be used to assist the teacher in identifying an individual student's strengths and weaknesses.

Pearson recognizes that some students with disabilities require the use of accommodations when our assessments are administered. Many of the accommodations required by students with disabilities are permissible during the administration of the Stanford 10 and OLSAT8, and students receiving these accommodations would still be able to receive norm-referenced scores that are considered valid and reliable and which can be aggregated with those of other students. For further information about allowable accommodations during testing and those that may result in a non-standard administration, please contact the AACS Special Program/Customer Service Professional: Margaret Martinez at 1-888-988-2804, select prompt #1 or margaret.martinez@pearson.com.

**NOTE:**

The inclusion of the above types of groups with the other students shall be at the discretion of the school.

If the school wants to exclude students they should be grouped separately and properly indicated (see Exhibit 1).
RESPONSIBILITIES OF THE SCHOOL TEST COORDINATOR
RESPONSIBILITIES OF THE SCHOOL TEST COORDINATOR BEFORE, DURING AND AFTER TESTING

As School Test Coordinator, your responsibilities include:

→ opening materials as soon as you receive them
→ checking shipments of test materials against the packing lists to determine that your order is complete
→ verifying shipment and confirming the presence of all materials needed to complete testing (including markers for students in grades K-2, rulers for students in grades 1-12, mathematics reference sheets for students in grades 7-12, and calculators for students in grades 4-12)
→ ensuring the security of all test materials before, between, and after testing sessions
→ providing training sessions for all Teachers/Examiners (pages from this Handbook needed for training may be photocopied and distributed)
→ assigning Teachers/Examiners, scheduling test sessions, and supervising make-up testing
→ informing teachers testing students in grades K-2 regarding the use of Markers that have been ordered or created (using Exhibit 6 found in this Handbook)
→ ensuring that the calculators used are four-function calculators that only perform the functions of addition, subtraction, multiplication, and division. Students taking test levels Intermediate 1 (grade 4) through Advanced 2 (grade 8) may use calculators during the Mathematics Problem Solving subtest only. Students taking test levels TASK 1 through 3 (grades 9-12) may use calculators for the entire Mathematics subtest
→ distributing test materials to Teachers/Examiners
→ monitoring the testing process
→ collecting and inventorying all test materials after testing to ensure test security
→ packaging and returning completed answer documents to:

Pearson Scoring Center
SPECIAL PROGRAM: AACS
905 W. Howard Lane
Austin, TX 78753
RECEIVING AND INVENTORYING TEST MATERIALS—GRADES K THROUGH 12

→ Test materials and materials for returning answer documents to the scoring center will be delivered to the School Test Coordinator, or person indicated on the order form upon submission. The shipment should be inventoried as soon as it is received.

→ All materials received should be verified against the packing list contained in Box 1 of the shipment.

→ It is recommended that schools retain the cartons in which the test materials order is shipped. These cartons are specially designed to be used to return completed answer documents.

ASSISTING TEACHERS IN SCHEDULING TEST SESSIONS

Ensure that allotted time for each test session has been arranged in each classroom/grade.

Please refer to the “Responsibilities of the Teachers/Examiners” section of this Handbook. Copy this section and distribute it to each Teacher/Examiner.

A proposed schedule for administration may be found in the Stanford 10 Directions for Administering and the OLSAT8 Directions for Administering (these materials are often referred to as DFAs). Stanford 10 subtests are untimed, and the testing times provided are included for planning purposes only. OLSAT8 subtests are timed, and strict time limits must be followed in order for normative comparisons to be valid.

ADMINISTERING THE TEST

The administration of the tests should be conducted in a room that does not crowd students. Good lighting, ventilation, and freedom from noise and interruptions are important factors to consider when selecting a site. Comfortable seats and smooth, hard writing surfaces are also important. Writing surfaces should be large enough to accommodate a test booklet and an answer folder. Students should be seated in such a way that they will not be tempted to look at the answers of others. To prevent confusion, arrangements for the seating of students should be completed prior to test administration.

ENSURING THE SECURITY OF TEST MATERIALS

Arrange for the complete security of test materials before, between, and after test sessions. Teachers/Examiners are responsible for the security of their groups’ materials while the tests are being administered.

DISTRIBUTING TEST MATERIALS

Distribute the test materials to Teachers/Examiners. In the course of doing this, emphasize the importance of following the Stanford 10 Directions For Administering, the OLSAT8 Directions For Administering, and the Responsibilities of the Teachers/Examiners section of this Handbook. Distribute the Scoring Service Identification (SSID) Sheets to the Teachers/Examiners. Teachers/Examiners will complete Side 1 and Side 2 of the SSID sheet and place it on top of the scorable answer documents for each class or group once testing is completed. Instructions for completing the SSID Sheet are found in Exhibit 2 of this Handbook. Exhibits 3 and 4 provide a sample of the SSID Sheet for your reference. Also, each Teacher/Examiner should receive paper bands for organizing and securing the scorable test materials.
IF YOU HAVE ANY QUESTIONS ABOUT HOW TO COMPLETE THE SSID SHEET OR PACKING YOUR SCORABLE MATERIALS FOR SHIPMENT, PLEASE CONTACT:

MARGARET MARTINEZ
1-888-988-2804, SELECT PROMPT #1

OR

MARGARET.MARTINEZ@PEARSON.COM
RESPONSIBILITIES OF THE SCHOOL TEST COORDINATOR DURING TESTING

Monitor classrooms during test administration to determine that test procedures are being followed and the proper testing environment is maintained.

Answer questions, account for all test materials, and be informed of ANY irregularities in the testing program during the testing period.

RESPONSIBILITIES OF THE SCHOOL TEST COORDINATOR AFTER TESTING

COLLECTING MATERIALS

The School Test Coordinator will receive from the Teachers/Examiners all paper-banded answer documents with completed Scoring Service Identification Sheets, as well as all unused and reusable test materials.

The School Test Coordinator will be responsible for mailing the completed answer documents to Pearson’s Scoring Center in Austin, Texas, and for storing all other test materials in a secure location.

ALL PACKAGING INSTRUCTIONS MUST BE FOLLOWED CAREFULLY, AND ALL FORMS MUST BE COMPLETE. FAILURE TO FOLLOW THESE INSTRUCTIONS OR TO COMPLETE YOUR FORMS WILL DELAY THE PROCESSING OF YOUR DOCUMENTS.

EXCLUDED STUDENTS

Home School and Special Education students’ scores may be excluded from the school summaries. In order to exclude these students’ scores, the scorable answer documents must be separated from the regular students’ answer documents and grouped under separate SSID Sheets and secured with paper bands. The SSID Sheets should be completed and the exclusion bubble must be gridded. The exclusion bubble is the first bubble (zero) of Column 1 of the “For Scoring Center Use” box in the lower right hand corner of page 1 of the SSID Sheet (refer to Exhibit 1 of this Handbook). If that “0” bubble in Column 1 of this box is gridded, the scores of the students under that SSID Sheet will be excluded from the school summary reports.

Home School and Special Education students’ materials should be grouped separately from the regular students’ materials and from each other when they are packed for shipment to the Pearson Scoring Center. Please see Exhibit 7 of this Handbook for a schematic drawing of the packing procedures for further guidance.

Failure to follow instructions to exclude students will result in receipt of incorrect score reports. Schools that request report corrections will be assessed a catalog processing fee, applicable late fee, and the AACS report package cost plus shipping and handling charges.

ORGANIZING ANSWER DOCUMENTS

1. Verify that Teachers/Examiners have completed the Scoring Service Identification (SSID) Sheets for their classes.

2. Place the SSID Sheet for each class and/or excluded group on top of the stack of answer documents and secured within the paper band.
3. Separate the paper-banded bundles of excluded groups’ answer documents (Home School and Special Education students) from those of the regular students. Assemble each group (regular or excluded) by grade, making sure that the highest grade is at the bottom and the lowest grade is at the top of each stack (see Exhibit 7 of this Handbook for instructions).

4. Check to make sure that the paper bands are clearly marked with the school name, grade, and grouping number (“1 of 1,” or “1 of 2,” “2 of 2” etc).

COMPLETING THE SPECIAL PROGRAM ORDER FOR SCORING SERVICES FORM

A completed Special Program Order for Scoring Services (SPOSS) form must accompany your scorible answer documents to ensure that your school will be included in the AACS summary data (see Exhibits 8 and 9). You must use this form when sending in your documents for processing. Remember to keep a copy of your completed SPOSS for your records.

Side 1 of SPOSS

Please read all the information and follow all instructions.

→ Member Schools will automatically receive the AACS Scoring Package. Examples of these reports can be found in Appendix A.

→ Complete the Date Testing Began section.

→ Complete the sections for School Name, Number of Groups, and Answer Documents:
  ➢ For each grade, count the number of groups, including the excluded groups, and note the number under each grade. The number of groups should equal the number of SSID Sheets.
    → EXAMPLE: Grade 3: Class 1 + Class 2 + Home School + Special Education = 4 groups.
  ➢ For each grade, count the number of documents for each SSID Sheet; then add the numbers together and note the total number of documents under each grade.
    → EXAMPLE: Grade 3: (Class 1) 20 documents + (Class 2) 18 documents + (Home School) 1 document + (Special Education) 2 documents = 41 documents.

→ Total each column for each grade and put the total on the TOTALS line

→ Select whether you would like to receive GE (Grade Equivalent) or NCE (Normal Curve Equivalent) score on the Student Report with Clusters that is included in your AACS package of reports. If you do not make a selection, you will be provided the GE.

→ Select whether you would like to have the Lexile Measure appear on the Student Report with Clusters and the Student Report with Narrative that is included in the AACS package of reports. Please note that there is an additional fee for the Lexile Measure. Please see the AACS Scoring Quote that is available on the FACCS website for these fees.

→ Complete the address to which your school’s score reports should be mailed. An authorized signature is required upon delivery.
2014 Responsibilities of the School Test Coordinator

→ Complete the address to which the invoice should be mailed ("bill to"), if different from the "ship to" address.

→ Enter the Purchase Order number or signature to which our invoice should refer. A signature or PO is required for processing of scorable test materials. Failure to include a PO number or authorizing signature will delay the processing of your scorable test materials.

→ Please indicate the number of boxes that you have shipped in for scoring. This will help our Scoring Center identify if we are missing any boxes.

→ All reports will be sent by UPS ground service. Please indicate if you want your score reports to be returned by a different method (Example: 2nd Day or Overnight). UPS will not deliver to PO Boxes; you must provide a physical address for score report delivery.

→ AACS allows excluded groups. Excluded groups must be indicated as such by completing the exclusion bubble on the SSID Sheet. The exclusion bubble is the first bubble (zero) of Column 1 of the “For Scoring Center Use” box in the lower right hand corner of page 1 of the SSID Sheet (refer to Exhibit 1 of this Handbook). If the “0” bubble in Column 1 of this box is gridded, the scores of the students under that SSID Sheet will be excluded from the school summary reports. Any students/groups without the exclusion bubble gridded on the SSID Sheet will be included in all summary reports.

Side 2 of SPOSS

♦ Complete the Optional Score Reports section (page 2 of the SPOSS) if you wish to order additional reports. Indicate the score reports you wish to order by writing on the appropriate line the number of copies and the score choices for that particular report. Please refer to the SCORE TYPE DEFINITIONS below.

♦ Special Instructions: The service(s) ordered will be provided for ALL students tested in your school unless you indicate otherwise in the Special Instructions area.  

♦ An incomplete SPOSS will delay the processing of your documents.

<table>
<thead>
<tr>
<th>SCORE TYPE DEFINITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC</td>
</tr>
<tr>
<td>SS</td>
</tr>
<tr>
<td>GE</td>
</tr>
<tr>
<td>N/PR-S</td>
</tr>
<tr>
<td>NCE</td>
</tr>
<tr>
<td>AAC</td>
</tr>
</tbody>
</table>
Responsibilities of the School Test Coordinator 2014

SAI

School Ability Index: This score can be provided only when the Otis-Lennon School Ability Test (OLSAT8) is administered

Lexile

A numeric representation of a student’s reading ability or a text’s reading difficulty. Lexile scores derived from Stanford 10 can be used to match readers to appropriate texts, leading to improved reading comprehension and encouraging reader progress.

PACKING AND RETURNING ANSWER DOCUMENTS FOR SCORING

NOTE:

♦ IT IS REQUIRED THAT ALL SCORABLE MATERIALS BE SENT IN ONE SHIPMENT, even if multiple boxes are used. Label boxes sequentially (box 1 of 3, 2 of 3, etc).

♦ It is important for answer documents to arrive in process-able condition in order for the 21 working day turn-around time to be met.

Packing Procedures

Pack by school and grade according to how they are listed on the SPOSS (with Excluded groups on top):

1. The highest grade bundles should be on the bottom and working up to the lowest grade bundles at the top.

2. Place the “Excluded Groups” on top of the first bundle of the lowest grade answer documents. The ‘Excluded Groups’ should have a separate SSID sheet for each grade of excluded students. Thus, if you have a grade 2 Special Ed document, a grade 2 Home School document, a grade 3 Special Ed document and a grade 3 Home School document, you will need to complete four separate SSID sheets, one for each of these four documents. Please verify that all four of these SSID sheets have the exclusion indicator (bubble ‘0’ in the ‘For Scoring Center Use Only’ box) gridded.

3. Place the SPOSS at the very top of BOX #1, so it is the first thing seen when box is opened. This will provide immediate identification of your materials for processing.

Check the schematic drawing in Exhibit 7 of this Handbook to verify the packing procedures.

Individual boxes should NOT weigh more than 40 pounds, do not overstuff boxes or use large boxes to accommodate more scorables, this can cause transit risks. It is recommended you use the boxes that your materials order came in or a similarly sized box (dimensions: height 16-18” x length 12” x width 9”)

Answer documents for any one class or group, under a single SSID sheet, should not be split between boxes.

Complete all return address information in the upper left-hand corner of the white Special Programs label. These white Special Program Labels are included with your Test Coordinator Kit that can be requested when you order your testing materials. Above the words “Special Programs” write in big block letters “AACS.” If you do not have these white Special Program Labels, then you may use the AACS label that is located in this Handbook (see Exhibit 10)
If one carton is sufficient, label it “Box 1 of 1.” If several cartons are necessary, label them serially (e.g., “Box 1 of 5”, “Box 2 of 5”, and so forth through “Box 5 of 5”) and apply either the Special Program label or the AACS label (see Exhibit 10) to each box.

Use a box in which the answer documents will not shift. (See dimensions above). Any empty spaces should be filled with crumpled paper. **DO NOT** use shredded paper or “packing peanuts.”

### NOTE

Pearson will process each school's documents as they arrive. Please allow approximately 21 business days for processing time (providing the shipment arrives in processable condition) plus one week for shipping reports.

**ALL DOCUMENTS RECEIVED AFTER MAY 2, 2014 WILL NOT BE INCLUDED ON THE AACS SUMMARY REPORTS.**
CHECKLIST FOR THE SCHOOL TEST COORDINATORS

☑ Collect answer documents from each Teacher/Examiner.

☑ Check that each student has entered and gridded their date of birth correctly on all of their test booklets/answer folders.
  
  o This is especially important if you have administered the OLSAT 8 test.

☑ Check that Grade 3 students taking OLSAT 8 have answered directly in their OLSAT 8 test booklet.

☑ Check that appropriate OLSAT test Level is gridded on the Stanford 10 answer folders for Grades 4 – 12 (only if Stanford 10 and OLSAT 8 are tested in combination).

☑ Check that each class (group) of answer documents has a Scoring Service Identification Sheet (SSID). Teachers/Examiners should have completed Side 1 and Side 2 of the Scoring Service Identification Sheet and placed it on top of the answer documents for each class or group.

  o All classes/groups, including excluded groups, such as Home School and Special Ed, should have individual SSIDs. This means that each grade in each excluded group must have a separate SSID, just like each grade in your school must have a separate SSID. The SSID is bubbled to indicate the grade of the student answer documents behind that SSID sheet, so each grade must have a separate SSID sheet for correct scoring.

  o Teachers/Examiners should ensure that a grade is gridded on the left hand side of Side 1 of the SSID. The “ungraded” bubble should not be gridded.

  o NOTE: If mixed grades are submitted under one SSID, all documents will be processed under the grade gridded on the SSID and may result in incorrect summary reports.

☑ Check that each excluded group of answer documents has a Scoring Service Identification (SSID) Sheet. The SSID Sheet must have the exclusion bubble marked, which is bubble 0 (zero) of Column 1 of the “For Scoring Center Use” section.

☑ Check that only one class group or grade level is grouped behind each Scoring Service Identification (SSID) Sheet.

☑ Check that the bands around each group of answer documents are clearly labeled. Consecutively number the stacks of answer documents within the grade (1 of X, 2 of X, and so forth through band X of X).

☑ Check Side 1 of the Special Program Order for Scoring Services (SPOSS) form for completeness: the date testing began, the school name, the number of groups (classes) of answer documents by grade, the total number of answer documents by grade, select either GE or NCE score, shipping address, billing address, PO number, authorized signature, etc. PLEASE NOTE: If you do not provide a PO number, you are required to provide the school administrator’s signature. Be sure to indicate on Side 1 of the SPOSS whether you wish to order the Lexile Measure on your individual score reports.
☐ Check Side 2 of the SPOSS form for completeness: indicate whether any optional reports will be ordered.

☐ Pack the answer documents so that the highest grade of the regular school population is on the bottom of the last box (Box X of X) and the lowest grade at the top of the box.

☐ Pack the answer documents for Home Schools and Special Education Students at the top of the first box (Box 1 of X).

☑ Place the completed SPOSS form at the very top of box 1 so that this will be the first item seen when box 1 is opened.

☐ Affix the white Special Programs return label to the box. Make sure the acronym “AACS” is printed on the white label above the words “Special Programs.” If you do not have the white Special Program return label, you may use the AACS label that is found in this Handbook (see Exhibit 10).

☑ Ship completed answer documents to the Scoring Center for arrival no later than May 2, 2014 to be included in the AACS summary reports. Be sure to use only a traceable means of shipment to return the documents, see following page for information on “traceable means.”

☑ Collect all remaining test materials from the Teachers/Examiners inventory and package these items for secure storage at your facility. Test materials should be kept under lock and key, except on actual testing dates, and test security must be maintained at all times.
TRACEABLE METHODS OF SHIPPING: Send your shipment by the method most consistent with your desire for prompt service and within your shipping budget. We highly recommend that you use a traceable method of shipment.

Suggested Shipping Methods:
**Single-Carton Shipments**
UPS, Air Freight, Federal Express, UPS Blue Label (2nd day), UPS Red Label (overnight), and US Express Mail

**Multiple-Carton Shipments**
UPS, Air Freight, UPS Blue Label, and Federal Express

**Special Notes and Suggestions:**

- Hold your shipment until any make-up testing is completed so that you can ship all documents at one time.

- KEEP A COPY OF YOUR SPOSS for your records.

- Utilize your tracking numbers and see what services your provider offers for following the progress of your package(s) to Pearson. UPS and FedEx allow you to track your shipment online.

If you have any questions about organizing your answer documents, completing any of the required forms, shipping the boxes, or about any other aspect of our scoring services, please contact:

**Margaret Martinez**
1-888-988-2804, Select Prompt #1
or
margaret.martinez@pearson.com
RESPONSIBILITIES OF THE TEACHERS/EXAMINERS

The following pages can be reproduced and distributed to Teachers/Examiners to help them prepare for testing.
RESPONSIBILITIES OF THE TEACHERS/EXAMINERS BEFORE TESTING

PREPARING TO TEST

Be sure you have the following supplies available for use during testing:

→ a sufficient quantity of sharpened No. 2 pencils with erasers
→ pencil sharpeners
→ blank scratch paper for the Mathematics Procedures and Listening subtests
→ a copy of the test booklet and a copy of the answer folder for demonstration purposes
→ a timing device, accurate to the nearest second (only required for OLSAT 8 test administration)
→ a “TESTING—DO NOT DISTURB” sign to post on the outside of the classroom door
→ Stanford 10 Directions for Administering for SESAT 2, Primary 1, and Primary 2 suggest that markers be used by the students during the test as a place marker while the test is being dictated. These markers may be purchased from Pearson through the AACS program. You may also create your own markers by using the template in Exhibit 6 of this Handbook. A ruler is required for each student for the mathematics subtests in Primary 1-TASK 3. Remember to order these along with all other testing materials.
→ Calculators may be used by AACS students for Stanford 10. Only four-function calculators that simply perform the functions of addition, subtraction, multiplication, and division are permitted. Students taking test levels Intermediate 1 (grade 4) through Advanced 2 (grade 8) may use calculators during the Mathematics Problem Solving subtest only. Students taking test levels TASK 1 through 3 (grades 9-12) may use calculators for the entire Mathematics subtest.
→ Mathematics Reference Sheets are provided for students taking the Advanced 1 (grade 7) through TASK 3 (grade 12) test levels. The reference sheets provide formulas necessary to solve problems on these subtests.

Additional considerations:

→ Follow a testing schedule that avoids rushed sessions and student fatigue. Announce the test dates and schedule to students in advance. Materials that provide parents with an overview of Stanford 10, including samples of test content and descriptions of how parents can help their children prepare for the assessment are also available from Pearson.

→ Maintain all student test materials in a locked storage area until the time of test administration. No student should be allowed to examine a test booklet prior to testing, nor should any part of a booklet be reproduced.
→ Read the Stanford 10 Directions for Administering and the Responsibilities of the Teachers/Examiners section in this Handbook. Become thoroughly familiar with all the documents

→ Remove any information from bulletin boards and walls that might supply answers to test questions

RESPONSIBILITIES OF THE TEACHERS/EXAMINERS DURING TESTING

- As testing begins, make certain that students clear their desks of all materials except sharpened No. 2 pencils with erasers. Information written in anything other than No. 2 pencil will not be scored. Distribute the appropriate test materials and follow the scripts provided in the Directions for Administering.

COMPLETING THE IDENTIFICATION GRID ON THE ANSWER DOCUMENTS

After Teachers/Examiners have distributed answer documents at the time of test administration, the students should complete the identification grid on their answer documents.

Complete the demographic area as follows:

<table>
<thead>
<tr>
<th>Field</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT'S NAME:</td>
<td>Print the name in the boxes above the circles (one letter per box). Circles should be darkened to match letters of the name.</td>
</tr>
<tr>
<td>DATE OF BIRTH:</td>
<td>Print the date of birth and darken the circles for the student's date of birth: month, day, and year. Extremely important when testing OLSAT8.</td>
</tr>
<tr>
<td>STUDENT NUMBER:</td>
<td>This field is optional. You may choose to grid the student’s Social Security Number.</td>
</tr>
<tr>
<td>GENDER:</td>
<td>Darken the circle for either Male or Female.</td>
</tr>
<tr>
<td>GRADE:</td>
<td>Find the appropriate grade level and darken the circle.</td>
</tr>
<tr>
<td>OLSAT LEVEL:</td>
<td>For students using answer documents (grades 4 through 12) and taking OLSAT8, before the students begin the OLSAT8 test, students MUST grid the Level of OLSAT at the beginning of the OLSAT answer grid.</td>
</tr>
</tbody>
</table>

- While students are taking the test, move about the room and make sure that all students are working independently, using only a No. 2 pencil, working in the correct test session, and marking their answers in the appropriate area of the test booklet or answer document. Maintain test security during testing, and immediately report any violations of test security to the School Test Coordinator.
RESPONSIBILITIES OF THE TEACHERS/EXAMINERS AFTER TESTING

COMPLETING THE SCORING SERVICE IDENTIFICATION SHEET

All Teachers/Examiners will receive a Scoring Service Identification (SSID) Sheet for their classrooms. Please refer to the information below and/or use Exhibits 1-4 of this Handbook.

As you complete the SSID Sheet for any excluded group (Home School or Special Education), note that you MUST grid the exclusion bubble (the first bubble of Column 1 in the “For Scoring Center Use” box in the lower right hand corner of page 1 of the SSID Sheet, (as shown in Exhibit 1 of this Handbook). By completing the exclusion bubble, the Home School/Special Education students’ scores will not be included in the school summaries.

Schools with NO MORE Than One Class in Each Grade:
If you do not want the name of the teacher to be printed on your reports, you may complete Side 1 only of the Scoring Service Identification Sheet.

Schools with MORE Than One Class in Any Grade:
You must complete both sides (1 and 2) of the Scoring Service Identification Sheet for all classes.

Schools with the SAME name located in the same state:
Please make sure you create a unique and identifiable name. This is helpful if your school name is the same as another school within the same state- in this case please indicate your city name next to your school name. Since only 20 spaces are available you may need to abbreviate.

ORGANIZING THE ANSWER DOCUMENTS AFTER TESTING

Before organizing the machine-scorable test materials, check each test booklet and/or answer document for the following information:

→ The student’s marks have been made with black soft-lead (No. 2) pencil. Light marks and marks made with colored pencil, ink, or felt-tip pen cannot be properly scored. These should be marked over with a soft-lead (No. 2) pencil.

→ The name grids have been completed as specified and one circle is filled in for each letter in the columns provided. For each space left blank, the blank bubble should be darkened.

→ The date of birth sections have been completed and are accurate. This is very important when testing with OLSAT8 since scores cannot be determined without exact birth dates.

→ The proper test forms and levels have been coded for each test administered. Refer to the chart on page 7 of this Handbook for a list of the appropriate test levels for each grade level tested.
**Organizing the Answer Documents**

1. Separate the classroom answer documents into two groups if needed: regular students' answer documents and excluded students' (Home School/Special Education) answer documents. **Note that each group will require a separate SSID Sheet.** This means that each grade in each excluded group must have a separate SSID, just like each grade in your school must have a separate SSID. The SSID is bubbled to indicate the grade of the student answer documents behind that SSID sheet, so each grade must have a separate SSID sheet for correct scoring.

2. Arrange the answer documents so the page with the name grid is facing up, and the margin that contains the black horizontal bars is on the left.

3. **NOTE:** The answer documents need not be alphabetized, since this will be done automatically when scanned.

4. Complete a SSID Sheet for each group (Regular and Excluded). Remember to mark the exclusion bubble in the “For Scoring Center Use Only” section at the lower right hand side of Side 1 on the SSID Sheet for the Excluded Group (refer to Exhibit 1 of this Handbook). The Exclusion Bubble will prevent these scores from becoming part of your Summary Reports.

**SPECIAL CONSIDERATIONS:**

- At the lower grades, the Teacher/Examiner for one class may find that the Stanford 10 stack of test booklets are too thick to be banded by only one paper band. For this class, two bundles of the test booklets would be needed. The SSID Sheet for these two bundles should be placed on top of bundle 1 of 2 for that group. If you have another group, such as Special Education documents, that paper band would state 1 of 1. This information (1 of 1, etc.) refers to the number of bundles that should be considered for that SSID Sheet.

- If students in the lower grades have also taken OLSAT8, the Teachers/Examiners should stack the Stanford 10 test booklets together. Then they should stack the OLSAT8 test booklets together in the same order as the Stanford 10 test booklets. Lastly, set the Stanford 10 test booklets on top of the OLSAT8 booklets-ready for the SSID Sheet and the paper band. **EXAMPLE:** Stanford Test booklets—Johnny, Susie, Mark, etc. and the OLSAT booklets—Johnny, Susie, Mark, etc. the SSID would be placed on top of the compiled stacked.

- When testing both Stanford 10 and OLSAT8, the Teachers/Examiners may find that the booklets are too thick to be banded by only one paper band. In this case two or three bundles of the test booklets may be made. The SSID Sheet for these two or three bundles should be placed on top of bundle 1 of 2 or 1 of 3 for that group. If you have another group, such as Special Education documents, that paper band would state 1 of 1. This information (1 of 1, etc.) refers to the number of bundles that should be considered for that SSID Sheet.

- Place the paper band around the classroom group. Be sure the paper bands are clearly marked with the school name, grade, and grouping (1 of 1, or 1 of 2, 2 of 2, etc.). Do not bind answer documents with clips or rubber bands. They will damage answer document edges.
ALL PACKAGING INSTRUCTIONS MUST BE FOLLOWED CAREFULLY AND ALL FORMS MUST BE COMPLETE.

FAILURE TO FOLLOW THESE INSTRUCTIONS OR TO COMPLETE YOUR FORMS WILL DELAY THE PROCESSING OF YOUR DOCUMENTS.
EXHIBIT 1: PROCEDURES FOR GRIDDING EXCLUDED GROUPS

To exclude students’ scores from your summary reports, such as Home School students’ scores or Special Education students’ scores, you must follow these steps:

Step 1: On the SSID Sheet for each excluded group, grid the first bubble (the zero bubble) in Column one of the “For Scoring Service Use” grid on Side 1 of the Scoring Service Identification (SSID) Sheet. See illustration below:

Step 2: Place the SSID Sheet on top of the stack of answer documents and paper band the group. Note that each group will require a separate SSID Sheet. This means that each grade in each excluded group must have a separate SSID, just like each grade in your school must have a separate SSID. The SSID is bubbled to indicate the grade of the student answer documents behind that SSID sheet, so each grade must have a separate SSID sheet for correct scoring.

Any student/groups that are not completed this way will not be excluded.

NOTE: All individual reports from the AACS scoring package will be provided for excluded students.

A summary for an excluded group will be provided only when both sides of the SSID Sheet for that group have been completed. When a class summary is produced for an excluded group, the excluded summary data will not contribute to school level reports or any other summary information in your order.
### EXHIBIT 2: GUIDE TO COMPLETING SSID SHEET

#### SIDE 1

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>SYSTEM</td>
</tr>
<tr>
<td></td>
<td>AACS</td>
</tr>
<tr>
<td>B.</td>
<td>CITY</td>
</tr>
<tr>
<td></td>
<td>Print your city</td>
</tr>
<tr>
<td>C.</td>
<td>STATE</td>
</tr>
<tr>
<td></td>
<td>Print your state</td>
</tr>
<tr>
<td>D.</td>
<td>SCHOOL</td>
</tr>
<tr>
<td></td>
<td>Print your school name</td>
</tr>
<tr>
<td>E.</td>
<td>GRADE</td>
</tr>
<tr>
<td></td>
<td>Print the grade tested</td>
</tr>
<tr>
<td>F.</td>
<td>TEST DATE</td>
</tr>
<tr>
<td></td>
<td>Print the complete date that testing began</td>
</tr>
<tr>
<td>G.</td>
<td>TEACHER, COUNSELOR OR GROUP</td>
</tr>
<tr>
<td></td>
<td>Print the teacher’s name</td>
</tr>
<tr>
<td>H.</td>
<td>GRADE</td>
</tr>
<tr>
<td></td>
<td>Darken the bubble for the grade tested</td>
</tr>
<tr>
<td>I.</td>
<td>SCHOOL NAME</td>
</tr>
<tr>
<td></td>
<td>Print your school name in the boxes above the circles (one letter per box) and grid the corresponding bubble underneath. Leave a blank space between each word and grid the empty bubble at the top of the column to indicate the blank space.</td>
</tr>
<tr>
<td>J.</td>
<td>NUMBER OF DOCUMENTS</td>
</tr>
<tr>
<td></td>
<td>Note the actual number of answer documents or test booklets being returned for a particular class. Indicate the number and grid right justified.</td>
</tr>
<tr>
<td>K.</td>
<td>SCHOOL CODE</td>
</tr>
<tr>
<td></td>
<td>School codes <strong>are</strong> required. Please refer to the list of 2014 School Codes.</td>
</tr>
<tr>
<td>L.</td>
<td>OTIS-LENNON SEPARATE DOCUMENTS TAKEN YES/NO</td>
</tr>
<tr>
<td></td>
<td>Mark YES or NO. If Stanford 10 and OLSAT8 are administered in Grades K through 3, mark YES. If Stanford 10 and OLSAT8 are administered in Grades 4 through 12, mark NO. If OLSAT8 was not administered, leave this field blank.</td>
</tr>
<tr>
<td>M.</td>
<td>FOR SCORING CENTER USE</td>
</tr>
<tr>
<td></td>
<td>Mark the “0” bubble in column 1 if this is an excluded group.</td>
</tr>
<tr>
<td>N.</td>
<td>CALCULATORS</td>
</tr>
<tr>
<td></td>
<td>Leave blank</td>
</tr>
</tbody>
</table>

#### SIDE 2

Do not mark in the box labeled “For Scoring Center Use” on Side 2 of the SSID

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>O.</td>
<td>IF YOU ARE USING THIS SIDE PLEASE MARK THIS CIRCLE</td>
</tr>
<tr>
<td></td>
<td>Bubble in the circle</td>
</tr>
<tr>
<td>P.</td>
<td>TEACHER NAME</td>
</tr>
<tr>
<td></td>
<td>Print the name of the teacher/counselor or special group in the boxes, then bubble in the corresponding circles.</td>
</tr>
<tr>
<td>Q.</td>
<td>GROUP CODE</td>
</tr>
<tr>
<td></td>
<td>Leave blank</td>
</tr>
</tbody>
</table>
EXHIBIT 4: SCORING SERVICE IDENTIFICATION SHEET SIDE 2
EXHIBIT 5: PAPER BAND

School  Faith Christian
Grade       5
            1 of 1

Band for securing answer sheets

Paper bands should arrive with Test Coordinator Kit.
AACS Schools may use this pattern to create the “MARKER” referred to in the Stanford 10 SESAT, Primary 1, and Primary 2 levels.

Marker measures 2 ¼” by 6 ½”

Markers may also be purchased directly from Pearson with your materials order.
EXHIBIT 7: SCHEMATIC DRAWING OF PACKING PROCEDURES

NOTE: Grade 5 did NOT test in this example.
EXHIBIT 8: SPECIAL PROGRAMS ORDER FOR SCORING SERVICES (SPOSS)

Special Program Order For Scoring Services (SPOSS)

You MUST complete this Special Order for Scoring Services Form and include with your shipment. Enclose the original with your shipment of machine-scorable documents (Answer Folders and/or Test Booklets) and retain a copy for your files. All machine-scorable documents for all grades listed below (if boxed) must be included in one shipment to prevent possible delays in processing. (If more than one box is required, label sequentially 1 of 2, 2 of 3 etc.) Please follow the instructions for organizing, packaging, and sending your machine-scorable documents to the scoring center. Be sure to use the Special Program mailing labels on all packages. If you do not have sufficient labels, please write "Special Program" on the outside of each package. Ship using a traceable method.

NOTE: This special form must accompany machine-scorable documents or they will not be processed as part of AACS. Place this original form on top of your machine-scorable documents in box 1 and send to:

Pearson Scoring Center
SPECIAL PROGRAM: AACS
505 W. Howard Lane
Austin, Texas 78753

Date Testing Began: ____________________________
Number of boxes in shipment: ____________________

Please complete school code (REQUIRED)

<table>
<thead>
<tr>
<th>Grades</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stanford Level/Form</td>
<td>SUSAT 2/A</td>
<td>PRI 1/A</td>
<td>PRI 2/A</td>
<td>PRI 3/A</td>
<td>INT 1/A</td>
<td>INT 2/A</td>
<td>INT 3/A</td>
<td>ADV 1/A</td>
<td>ADV 2/A</td>
<td>TASK 1/A</td>
<td>TASK 2/A</td>
<td>TASK 3/A</td>
<td></td>
</tr>
<tr>
<td>OLSAT Level/Form</td>
<td>A/5</td>
<td>B/5</td>
<td>C/5</td>
<td>D/5</td>
<td>E/5</td>
<td>E/5</td>
<td>F/5</td>
<td>F/5</td>
<td>G/5</td>
<td>G/5</td>
<td>G/5</td>
<td>G/5</td>
<td></td>
</tr>
</tbody>
</table>

Do you want Grade Equivalent or Normal Curve Equivalent?
You have the option to have either GE or NCE reported on the Student Report w/ Checkers.

Circle One: GE or NCE

**If you circle neither (or both) GE will be the default.**

Do you want Lexiles on your Student Reports for an additional fee per pupil?

Circle one: YES or NO

*If neither is circled, you will NOT receive Lexiles.

Excluded Groups ARE Permitted

Excluded Groups must be indicated by gridding bubble 0 under column 1 of the "For Scoring Center Use" box of the SSID sheet. Any student groups that are not completed this way will not be excluded.

SHIP TO (PHYSICAL ONLY; NO PO BOXES):
Phone Number: ____________________________
Principal: ________________________________
School: _________________________________
Street Address: __________________________
City/State/Zip: __________________________
E-mail Address: __________________________

RETURN OF REPORTS: Reports will be sent by UPS.

For Scoring Center Use
Receiving Number: _______________________
Testing Program: AACS0

ORDER FORM:
Order Number: ___________________________
Date Received: ___________________________
P.O. #: _________________________________

Page 1 of 2
**EXHIBIT 9: SPECIAL PROGRAMS ORDER FOR SCORING SERVICES (SPOSS) FORM, SIDE 2.**

### Special Program Order for Scoring Services (SPOSS)

<table>
<thead>
<tr>
<th>Grouping</th>
<th>OLSAT 8 Scores</th>
<th>Stanford 10 Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>AACS</td>
<td>NC</td>
<td>SS</td>
</tr>
<tr>
<td><strong>Max # of Scores</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Note:** OLSAT 8 Summary is available when OLSAT 8 is processed in combination with Stanford 10.

---

**Additional Score Reports:**
- The scores reported below may be ordered in additional sets by the AACS Test Coordinator (AATC).
- The maximum number of sets of scores per student is listed in the OLSAT 8 summary.
- The scores reported below may be ordered in additional sets by the AACS Test Coordinator (AATC).
- The maximum number of sets of scores per student is listed in the OLSAT 8 summary.

---

**Optional Reports:**
- Student Report w/Student Narrative Report
- Optional Report

---

**Special Instructions:**
- Please check this box if you would like your student's data to be included in the OLSAT 8 summary.
- Please check this box if you would like your student's data to be included in the OLSAT 8 summary.
- Please check this box if you would like the level measure for an additional fee.

---

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EXHIBIT 10: AACS RETURN LABEL

You can use the labels that come with your Test Coordinator’s Kit (request this when you order your materials) or make copies of the label below and affix to your boxes with clear packing tape.
Useful tips:

* Cut the label out and securely affix it to your box using clear packing tape over the ENTIRE label to ensure it stays secure in transit

* Many carriers will provide you a shipping label. The carrier label will need to reflect the Pearson Scoring Center address information. If you do have a carrier label you can still use the Special Program Label or AACS Label. These labels are helpful in identifying your package as part of the AACS program when it arrives.
APPENDIX A
AACS SCORE REPORTS
#### Custom Report Package

<table>
<thead>
<tr>
<th>Number of Copies</th>
<th>Report Mode</th>
<th>Name of Report</th>
<th>National Individual Norms</th>
<th>National Group Norms</th>
<th>AACS Individual Norms</th>
<th>AACS Group Norms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class</td>
<td>Student Report with Clusters*</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>1</td>
<td>Class</td>
<td>Student Record Label</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>1</td>
<td>Class</td>
<td>Group Report with Clusters</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>1</td>
<td>School</td>
<td>Group Report with Clusters</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>1</td>
<td>Class</td>
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#### Optional Reports

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<th>AACS Individual Norms</th>
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<td>School</td>
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*Optional Lexile Measure available with this report

**National Individual Norms** compare the performance of an individual student in your school to that of a national normative reference group of students at the same grade taking the same test at a comparable time based on the 2002 standardization sample.

**National Group Norms** compare the performance of a school or class in relation to schools and classes of similar size in the standardization group from 2002 at the same grade taking the same test at a comparable time.
STUDENT REPORT WITH CLUSTERS

This report provides each student’s scores for all subtests and totals. A graph of percentile bands is also included, as well as content cluster information representing skills tested.

A. Information at the top of the page includes the classroom teacher’s name, school, district, type of test, grade, and test date.

B. The student’s name appears at the top center of the document for high visibility and quick recognition.

C. The student’s scores, for up to five score types, are reported.

D. Score profiles in Percentile Bands spanning ±1 standard error of measurement permit quick identification of the student’s relative strengths and weaknesses by subject area or domain.

E. OLSAT8 scores are reported for Total, Verbal, and Nonverbal.

F. Performance on Content Clusters is reported as Below Average, Average, or Above Average, enabling the teacher to identify a student’s relative strengths and needs within a subtest content area. The Number Possible, the Number Attempted, and the Number Correct for each Content Cluster are reported for student.

G. Information about the test level, test form, and norms group is located at the bottom of the score report.

H. Lexile Measure may be ordered as an optional service to the AACS Standard report package. You can choose Lexiles to be added to your individual reports on Side 1 of the SPOSS form.

For additional explanation of scores please see the reverse side of your score reports.
STUDENT RECORD LABEL

This convenient Record Label designed to fit on a student’s record folder provides space for up to five Stanford 10 scores for subtest and totals and up to five OLSAT8 scores when OLSAT8 and Stanford 10 are processed together.

AACS schools will receive National Individual PR-S and AACS Individual PR-S.

Additional information on score reports can be viewed by visiting:

WWW.PEARSONASSESSMENTS.COM
GROUP REPORT WITH CLUSTERS

This report provides a group’s scores for all subtests and totals. A graph of percentile bands is also included, as well as content cluster information representing skills tested.

A. Information at the top of the page includes the school, district, type of test, grade, and test date.

B. The group name appears at the top center of the document for high visibility and quick recognition.

C. The group’s scores, for up to five score types, are reported.

D. Score profiles in terms of National Percentile Ranks permit quick identification of the group’s relative strengths and weaknesses by subject area or domain.

E. OLSAT8 scores are reported for Total, Verbal, and Nonverbal.

F. A summary of how the group performed on Content Clusters is reported in the Below Average, Average, or Above Average categories, identifying relative strengths and weaknesses within a subtest content area.

G. Information about the test level, test form, and norms group is located at the bottom of the score report.
### MASTER LIST OF TEST RESULTS

This report provides norm-referenced scores by grade for each student in a class, school or district. Students are listed in alphabetical sequence.

- **School and/or district names** appear in the upper left corner for easy identification.
- The **group name** appears at the top left of the document for high visibility and quick recognition.

- **AACS schools will receive National Individual PR-S and AACS Individual PR-S**
- **Explanations of what the tests measure and a description of the scores reported appear on the back of the report.**

#### Sample Data

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade</th>
<th>Total</th>
<th>Math</th>
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**MASTER LIST SUMMARY**

This report provides summary statistics for each subtest, test total, and battery total for the group. It can be produced for a class, school, or district.

- **A** The group name appears at the top left of the document for high visibility and quick recognition.

- **B** School and/or district names appear in the upper left corner for easy identification.

- **C** The following summary scores will be reported for each subtest, test total, and battery total: Mean Raw Score, Mean Scaled Score, National Percentile Rank-Stanine based on the Mean National NCE, Grade Equivalent based on the Median Scaled Score.

- **D** Number and percent of students scoring at or above the 50th percentile for all subtests and total are reported.

- **E** When OLSAT8 is processed in combination with Stanford 10 the number and percent of students scoring in the Low, Middle, and High AAC categories may also be reported.

- **F** Information about the test level, test form, and norm group is located at the bottom of the page.
  - AACS schools will receive National Individual PR-S and AACS Individual PR-S scores.
  - For additional explanation of scores please see the reverse side of your score report.

---

### Master List Summary | Smith

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<thead>
<tr>
<th>Test/Number Tested</th>
<th>Reading</th>
<th>Mathematics</th>
<th>Language</th>
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<td>Reading Subtest 10</td>
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| Number Possible   | XXX     | XXX         | XXX      |
| Number Tested     | XXX     | XXX         | XXX      |
| Mean Number Tested| XXX     | XXX         | XXX      |
| Mean Scaled Score | XXX     | XXX         | XXX      |
| National Percentile Rank-Stanine | XXX | XXX | XXX |

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<td>Medium</td>
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<td>Low</td>
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---

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OLSAT8 SUMMARY

A Information at the top of the page includes the school, district, grade, and test date.

B Means, standard deviations, and percentile points provide information about the group’s performance in terms of Raw Score, Scaled Score, and School Ability Index (SAI).

C Summary data are provided for Total, Verbal, and Nonverbal scores.

D The Grade and Age Percentile Rank Summaries give the number and percent of students in each quartile.
APPENDIX B:
AACS OPTIONAL SCORE REPORTS
STUDENT REPORT WITH NARRATIVE

This report provides each student’s scores for all subtests and totals. A graph of percentile bands is also included, as well as a written description of performance.

A

Information at the top of the page includes the classroom teacher’s name, school, district, type of test, grade, and test date.

B

The student’s name appears at the top center of the document for high visibility and quick recognition.

C

The student’s scores, for up to five score types, are reported.

D

Score profiles in Percentile Bands spanning ±1 standard error of measurement permit quick identification of the student’s relative strengths and weaknesses by subject area or domain.

E

OLSAT8 scores are reported for Total, Verbal, and Nonverbal.

F

Narrative: This section contains a narrative interpretation of the student’s results, using familiar words and phrases to discuss the student’s performance relative to the norm group.

G

Information about the test level, test form, and norms group is located at the bottom of the score report.

H

Lexile Measure may be ordered as an optional service to the AACS Standard report package. You can choose Lexiles to be added to your individual reports on Side 1 of the SPOSS form.
Appendix B: AACS Optional Score Reports

HOME REPORT

This is a single-page report intended to be provided to the student and the parent or guardian.

A. Information at the top of the page includes the classroom teacher’s name, school, district, type of test, grade, and test date.

B. The student’s name appears at the top center of the document for high visibility and quick recognition.

C. A bar graph shows the National Grade Percentile Ranks, displaying the student’s performance.

D. Narrative information is provided for each content area, describing the student’s performance and listing suggestions for student activities in that subject.

E. Information about the test level, test form, and norms group is located at the bottom of the score report.

F. Lexile Measure may be ordered as an additional optional service. You can request the Lexile Measure on your Home report on Side 2 of your AACS SPOSS form.
STUDENT DATA CD

The contents of each student record include: all student and group indicative information (name, grade, special codes, gender, date of birth, group names, level, form, etc.); Raw Scores for all clusters, subtests, and totals; all available converted scores; Strand and Cluster Performance Category Cut Scores for each subtest and cluster; and OLSAT scores and Achievement/Ability Comparison scores when *Otis-Lennon School Ability Test, Eighth Edition* is administered with Stanford 10.

NOTE: The Student Data CD contains only raw data—you must write your own program to utilize the data on this diskette.

*Lexile Measure may be ordered as an additional optional service. You can request the Lexile Measure to appear on your Student Data CD-ROM on side 2 of your AACS SPOSS form. There is an additional fee for the Lexile Measure. See the AACS Quote for Scoring Services.*
APPENDIX C:
DESCRIPTION OF
STANFORD ACHIEVEMENT TEST
SUBTESTS
READING

The Stanford 10 reading subtests are structured to reflect current thinking about the ways in which good readers construct meaning with text and the ways in which students are taught to read. The Stanford 10 reading subtests are designed to mirror as closely as possible the developmental, process-oriented nature of good reading instruction and the kinds of instructional activities and materials used in exemplary programs.

By the middle primary grades, the focus for reading instruction shifts to the development of the reading and thinking skills that enable students to comprehend and react to the ideas of writers, and the most important assessment is that of the ability to comprehend connected discourse. By the middle of kindergarten, simple sentence structures are generally familiar to students. The Sentence Reading subtest, now included at both the SESAT 2 and Primary 1 levels, assesses students' ability to comprehend single, simple sentences and two related sentences. In the Reading Comprehension subtest at the Primary 1 level, three different formats, each involving increasingly larger pieces of text, are used. In the first format, students read a conceptually appropriate two-sentence riddle and identify which of three pictures the riddle describes. The second format, a short modified cloze passage, requires students to choose one of three words to complete each sentence. The third format, a reading passage followed by questions, is introduced in simple form.

Starting from the Primary 2 test level, Reading Comprehension is assessed through reading selections accompanied by questions about the selection. Research shows that good readers select and adjust strategies according to the purpose for reading and the type of text being read. The Reading Comprehension subtest assesses students within the framework of three types of material:

1. Literary: Material read for enjoyment or literary merit, including folk tales, historical fiction, contemporary fiction, humor, and poetry.
2. Informational: Level-appropriate expository material with content from natural, physical, and social science, as well as other nonfiction general information materials.
3. Functional: Material encountered in everyday life, both inside and outside of school, including directions, forms, labels, personal notes, and advertisements.

All passages on Stanford 10 are written expressly for the Reading Comprehension subtest. Reflecting literature-based curricula in most classrooms today, the literary and informational passages include original short stories and articles written by published children's authors.

Within each type of text, test items are constructed to measure the students' skills in four modes of comprehension: Initial Understanding, Interpretation, and Critical Analysis and Reading Strategies. Initial Understanding items are designed to measure students' ability to understand directly stated details or relationships. Items measuring Interpretation assess comprehension of implicit information and relationships and the ability to discern ideas that go beyond the text. Critical Analysis and Reading Strategies items measure students' ability to analyze and evaluate explicit and implicit information and relationships. These items also assess the ability to determine or describe reading strategies used by the writer or appropriate reader strategies to use in given situations.

Before students can read connected discourse with fluency and good comprehension, they need to develop a variety of pre-reading skills. In pre-reading and beginning reading
instruction, students are taught skills that will help them decode words they do not recognize on
sight, thus allowing them to continue building their reading vocabularies.

The Sounds and Letters subtest, included at SESAT 1 and SESAT 2, centers on auditory
perception and visual discrimination/symbol perception. These abilities are the building blocks
for using phoneme grapheme (sound-symbol) correspondence to decode and encode words.

The Word Study Skills subtest, included at Primary 1, Primary 2, Primary 3, and, for the first
time, Intermediate 1, consists of two parts-structural analysis and phonetic analysis. The
structural analysis portion assesses students’ recognition and use of compound words, words
with inflectional endings, words with affixes, and contractions. The phonetic analysis portion
measures students’ ability to recognize relationships between sounds and letters within words
typically encountered at the grade levels being tested. Consonant and vowel sounds assessed
are those generally emphasized at the target grade level.

The Reading Vocabulary subtest, available from Primary 2 through TASK 3, focuses on
appropriate reading vocabulary development at each grade level. The synonyms portion of the
subtest requires students to choose the word that means the same as a given stimulus word.
The difficulty of the tested words is controlled to be appropriate for the grade level of the
students taking a given test level. The multiple-meaning words portion of the Reading
Vocabulary subtest asks students to differentiate among the multiple meanings of a word. The
context clues portion of the Reading Vocabulary subtest uses words embedded in a stimulus
sentence that is designed to clue the meaning of the word. To ensure that use of context clues
is being assessed, tested words are well above the target grade for each level.

MATHEMATICS

The Stanford 10 mathematics subtests assess the entire breadth of
mathematical content recommended by the National Council of Teachers
of Mathematics (NCTM), including number and operations, algebra,
geometry, measurement, data analysis, and probability. At the SESAT 1
and SESAT 2 levels and the TASK levels, mathematics is assessed in a
single subtest. In its Principles and Standards for School Mathematics,
NCTM recognizes the necessity for developing computational fluency in students through
mathematics education. “Developing fluency requires a balance and connection between
conceptual understanding and computational fluency.” In order to provide educators with
detailed information about their students’ achievement, the Stanford 10 includes two subtests at
Primary 1 through Advanced 2: Mathematics Problem Solving and Mathematics Procedures.

Several features, characteristic of Stanford 10, support vital goals for school mathematics.
Standard and metric rulers are included for use with measurement items. Calculator use is an
option in the Problem Solving subtest beginning at the Intermediate 1 level. Calculator use on
the appropriate subtest is a local decision and should reflect student access to calculators in the
everyday instructional environment. At the TASK levels, where calculators are also an option,
the Mathematics subtest assesses essential elements of a true high school curriculum.
Although every item can be solved by reasoning and an understanding of general mathematics,
topics from algebra, geometry, trigonometry, statistics, and discrete mathematics are included.
As at all levels of Stanford 10, the emphasis at the TASK levels is on assessing skills and
concepts within the contexts that require those skills and concepts outside of the classroom.
Appendix C: Description of Stanford Achievement Test Subtests 2014

**LANGUAGE**

From Primary 1 through TASK 3, the Stanford 10 Traditional Language subtest measures students' achievement in applying the principles that form effective writing. From word- and sentence-level skills to whole paper features, the subtest engages students in real-life activities that demand more than the mere recall of information.

To make the assessment manageable for students, the Language subtest is divided into three sections. The first section contains items measuring proficiency in language mechanics: capitalization, punctuation, and usage. In this section there may be errors from several categories of language mechanics. For example, an item testing students' ability to recognize and correct a mistake in subject-verb agreement may have an option that includes another subject-verb problem and a punctuation error. The act of answering such an item resembles an actual editing task, in which writers have to make complex decisions about correctness every step of the way.

Language expression is tested in the second and third parts of the Language subtest. Students are first assessed on their writing strategies and understanding of sentence structure. At the lower grade levels, items measuring such objectives as run-ons, fragments, and awkward construction are included. As test levels progress, items measuring these objectives become more difficult, and items assessing achievement in the subtleties of sentence formation begin to appear. For example, mistakes such as redundancy and misplaced modifiers make writing "flat" and difficult to understand. Items testing these objectives force students to think carefully about structural errors that often impede fluency and impair meaning.

The third section of the Language subtest contains language expression items that go beyond sentence-level skills and include objectives typically assessed only in the direct assessment of writing. These items, testing such crucial aspects of understanding as the ability to recognize extraneous information, combine simplistic sentences, or use descriptive language, are linked to short, grade-appropriate paragraphs written especially for this assessment. Students usually perform better when they are "tuned in" to the assessment, and the careful selection of paragraph topics is one important way to keep their attention. Different modes of writing (e.g., narrative and persuasive) are represented in the paragraphs, thus reinforcing the sound classroom practice of exposing students to as many different models of writing as possible. In addition, even though the paragraphs are flawed in some way (because of missing information, faulty subordination, inadequate transition, and so on), they are meant to model good writing as best they can. That is, sentences are varied in structure and length, the writing is fluent, and the tone is appropriate. Word choice is precise, and, when appropriate, vivid. Finally, the paragraphs are brief enough to prevent students from becoming confused or overly fatigued. These compact miniatures contain fewer than 100 words, even at the upper levels.

**SPELLING**

As students learn about written language, they develop a variety of strategies for spelling the words they need to communicate their ideas in writing. With formal spelling instruction, students progress from relying on word memory and sound-spellings to applying their knowledge of both the phonetic relationships and the structural properties of words. The Stanford 10 Spelling subtest assesses objectives based upon the phonetic and structural principles taught at each of the grade levels. At the Primary levels, the subtest also includes sight words-words that must be memorized because they do not follow any general phonetic principles that students have...
learned. At the Intermediate, Advanced, and TASK levels, sight words are replaced by homophones.

The format for the Primary 1 Spelling subtest is dictated: students listen to a word and a sentence containing the word. They must choose from among three options, with the two wrong answers reflecting the most plausible and often-used misspellings of the same word, as identified in a major study of children's actual writing samples. Since many first graders do not yet read fluently, the use of dictated words in the context of sentences has proven to be an effective format for assessing spelling ability.

At the Primary 2 through TASK 3 levels, the spelling words are presented in context, a format that provides students with a more realistic task than when the words are presented in isolation. Each spelling item consists of one sentence with three underlined words and, from Primary 3 up, a “No Mistake” option. Students must either recognize the misspelled word or recognize that all of the words are spelled correctly. Misspellings used reflect students’ most common spelling errors, as identified in a major study of students’ actual writing samples. With increased use of spelling checkers, it has become increasingly important for students to recognize the words they are trying to spell.

LISTENING

The typical child enters school with a listening vocabulary of about 6,000 words. This vocabulary “bank,” coupled with meaningful experiences and comprehension skills and strategies, helps provide the basis for reading and all other instruction. In recognition of the importance of listening in instruction and in everyday life, Stanford 10 assesses both listening vocabulary and comprehension from kindergarten through grade 9.

Knowledge of word meanings is measured in the vocabulary portion of the Listening subtest. Tested vocabulary represents a carefully chosen sample of the types of words that students at each grade are likely to encounter in everyday life and in school.

Stanford 10 assesses listening comprehension with dictated selections and questions. Three types of selections reflect the kinds of real-life listening material that students are confronted with both in school and outside of school. Literary selections are stories and poems. Informational selections represent the kinds of instructional material students might hear in science, history, current events, geography, health, government, and other areas. Functional messages include step-by-step directions, advertisements, and announcements. There is a greater emphasis on narrative selections at the lowest levels, since young children are more familiar with stories. Beginning at the Primary 3 level, a greater proportion of informational and functional pieces are used in order to mirror the types of listening situations that these students are exposed to. In order to reflect typical listening behaviors, in which good listeners often take notes in order to remember what is being said, students are allowed to take notes as the listening selections are being read to them. They are then encouraged to refer to these notes as they answer the questions.

SCIENCE

The Stanford 10 Science subtest is designed to assess understanding in the domains of the life, physical, and earth sciences. The Science subtest de-emphasizes specific content vocabulary and emphasizes the processes and concepts of science. The National Science Education Standards and many state curriculum guides were employed to determine the importance of conceptual information. These criteria include the ideas that the concept
should have strong predictive power, be applicable in many situations, guide observation, encourage questioning, and represent organizing principles.

The concepts tested at the lower levels are developed and expanded at the upper levels where Science is tested as a single subtest, following once again the patterns established in the National Science Education Standards and the Benchmarks for Science Literacy. Thus, each test level is supported by the level below and leads to the level above. This is consistent with a developmentally appropriate curriculum supported by the National Science Education Standards in the prototype Standards.

Each test item is carefully crafted to support high standards of student achievement in processing science information. Test items allow students to use reasoning skills to reach answers rather than recall memorized, detailed information. Students may be asked to apply an understanding of the concept directly to a situation, but, more often, they are asked to use these concepts to interpret data, draw conclusions, and predict events. Students are asked to use reasoning skills throughout the subtest. These skills include estimating, making simple calculations, seeking patterns, making observations, recognizing cause and effect, reading standard instruments, and drawing conclusions. Students are challenged throughout the Stanford 10 Science subtest to apply foundation concepts and skills as they think through questions.

SOCIAL SCIENCE

Each test item is carefully crafted to support high standards of student achievement in processing science information. Test items allow students to use reasoning skills to reach answers rather than recall memorized, detailed information. Students may be asked to apply an understanding of the concept directly to a situation, but, more often, they are asked to use these concepts to interpret data, draw conclusions, and predict events. Students are asked to use reasoning skills throughout the subtest. These skills include estimating, making simple calculations, seeking patterns, making observations, recognizing cause and effect, reading standard instruments, and drawing conclusions. Students are challenged throughout the Stanford 10 Science subtest to apply foundation concepts and skills as they think through questions.

The Ness Standards and discipline-specific content standards are reflected in the Social Science subtest. The assessment items, at all levels, represent contemporary thinking in the content areas of history, geography, civics and government, and economics.

History as assessed in Stanford 10 is focused on three main areas: the history of the United States, the history of Western civilization, and the history of non-Western peoples and societies sharing our interdependent world. Geography is tested according to both the five themes (location, place, human-environment interaction, movement, and region) as well as the Geography for Life: National Geography Standards. These are divided into six essential elements: The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment and Society, and The Uses of Geography.

The Civics and Government component of Stanford 10 assesses the basic understanding of the United States system of government, with an emphasis on the rights and responsibilities that accompany citizenship and the role of the citizen as a member of a community, a nation, and the world. At the upper levels comparative government systems are also assessed. In Economics, both macroeconomic and microeconomic concepts are assessed.
The Stanford 10 Social Science subtest assesses a wide range of social science knowledge and intellectual skills. Some of these include: identifying concepts, thinking chronologically, analyzing data, evaluating evidence, understanding multiple perspectives, and interpreting information.

ENVIRONMENT

Very young students are not generally exposed to formal science instruction. However, they are exposed to the life, physical, and earth sciences through their experiences with the natural and social world. Thus, at the lower test levels, the Environment subtest combines the natural sciences and social sciences to reflect the type of material most children will have actively experienced or been exposed to through various common media. The science portion of this subtest provides an overview of children's understanding of common experiences in the natural environment. Questions reflect understanding of general concepts more than the specific details of science. The general concepts assessed at these lower grade levels form the basis for understanding more sophisticated concepts at higher grade levels.

Appendix D shows the Stanford 10 test levels, recommended grades for each level, and content assessed at each level.
| APPENDIX D: | STANFORD 10 |
| SCOPE AND SEQUENCE CHART |
# Scope & Sequence

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<th>Primary 2</th>
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<th>Intermediate 2</th>
<th>Intermediate 3</th>
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Abbreviated Battery—Multiple-Choice Subtests

| Word Study Skills | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| Word Reading | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| Sentence Reading | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| Reading Vocabulary | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| Reading Comprehension | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| Total Reading | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 |
| Mathematics | | | | | | | | | | | |
| Mathematics Problem Solving | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| Mathematics Procedures | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| Total Mathematics | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| Language | | | | | | | | | | | |
| Listening to Words and Stories | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 |
| Listening | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 |
| Language | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 |
| Speech/Language | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 |
| Complete Battery* | 199 | 209 | 219 | 229 | 239 | 249 | 259 | 269 | 279 | 289 | 299 |
| Total Testing Times | 2 hrs. | 2 hrs. | 3 hrs. | 3 hrs. | 4 hrs. | 4 hrs. | 5 hrs. | 5 hrs. | 6 hrs. | 6 hrs. | 7 hrs. |
| Total Testing Time (Form D) | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 |

NOTE: Stanford 10 yields flexible testing times. The testing times listed above are guidelines to help administrators and teachers plan. *Basic Battery = Administration of Basic Science and Social Science

K = no. of times
T = Time in Minutes