Reading First

Outcome Measures
Training and Implementation Guide
2008–2009

Florida Center for Reading Research
http://www.fcrr.org
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District and School Test Coordinator Manual
Florida’s Reading First grant requires an outcome assessment in oral vocabulary and reading comprehension. Each of these measures will be administered before or during the third and final progress monitoring measure with the Dynamic Indicators of Basic Early Literacy Skills or DIBELS®.

An oral vocabulary measure is administered individually to all students in kindergarten through third grade. The reading comprehension measure is administered to all first, second, and third grade students. The reading comprehension measure is appropriate for group administration by the teacher responsible for the student’s reading instruction. However, individual administration of that measure may be considered for selected students with disabilities when this is the format judged most appropriate by the student’s teacher(s) or recommended in the student’s Individual Educational Plan (IEP).
Identification of Outcome Measures


The Peabody Picture Vocabulary Test, 3rd Edition, is an individually administered norm-referenced assessment. The PPVT-III is a test of receptive vocabulary that measures listening comprehension of spoken words in students in prekindergarten through twelfth grade and beyond.

Although there are two forms of the PPVT-III, Reading First schools will administer Form B only. The test is untimed, and testing time averages from 10 to 20 minutes per student. The examiner uses a standing easel to present test items. The student is provided with a word or phrase and must select one of four pictures that best depicts the word or phrase given by the examiner. To avoid administering extremely easy or extremely difficult items, the PPVT-III provides a Start Item based on the student’s age. Then, a Basal Set is established. This is a set of 12 items where the student makes no more than one error in the set. Testing is continued until a Ceiling Set is established. A Ceiling Set is the highest set of 12 items where the student makes eight or more errors. A raw score is calculated, and this raw score is entered into the Progress Monitoring and Reporting Network (PMRN). The PMRN will calculate risk factors based on the standard of high risk if performing at or below the 20th percentile, moderate risk between the 20th and 40th percentiles, and low risk if performing at or above the 40th percentile.

Most students with disabilities are able to respond to the PPVT-III. Non-verbal responses are perfectly acceptable (pointing to pictures), and many students with limitations in visual acuity are not seriously penalized with the PPVT-III because of the size of the picture plates. Only the English version of the PPVT-III should be administered because we are measuring oral vocabulary for English. Students with limited English proficiency can be administered the PPVT-III if they are able to successfully meet the training criteria.

Stanford Achievement Test, 10th Edition, Reading Comprehension (Stanford-10) (2003), Grades 1-2

The Stanford-10 reading subtests are structured to reflect current thinking about the ways in which good readers construct meaning from text and the ways in which students are taught to read. Within each type of text, test items are constructed to measure the students’ skills in four modes of comprehension: Initial Understanding, Interpretation, Critical Analysis, and Reading Strategies.

In the Reading Comprehension subtest at the Primary 1 (Grade 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 (Grade 2) test level, Reading Comprehension is assessed through reading selections accompanied by questions about the selection. The subtest assesses students within the framework of three types of material: Literary or material read for enjoyment or literary merit; Informational or expository materials with content from science as well as other nonfiction general information; and Functional type or material encountered in everyday life.

After the Stanford-10 has been administered to students, test booklets are collected and sent to the publisher for scoring. Score reports are then sent to districts and to FCRR for entry into the PMRN.
Students scoring at or below the 20th percentile on the Stanford-10 Comprehension test would be considered to be at high risk; those scoring between the 20th and 40th percentiles are considered to be at moderate risk; and those scoring at or above the 40th percentile would be considered at low risk for problems associated with reading comprehension.

Testing accommodations for students with disabilities are those that are appropriate for the FCAT. Test items cannot be read to students. Unlike the Stanford-9, the Stanford-10 is untimed. The publishers provide estimates of the time that typically is needed for students to complete the comprehension measure, but there are no required time limits.

**Training and Implementation Guide**

This *Training and Implementation Guide* provides clear directions for training assessment team members and individuals other than classroom teachers in the administration and scoring of the PPVT-III and for training teachers in the administration of the Stanford-10. The training will be easier if conducted or assisted by someone who is experienced with the particular measure. It would be wise to take advantage of this expertise where it exists. Many school psychologists and speech and language pathologists have used the PPVT-III in their assessment work. If they are available to assist in the training program, it is recommended that they be considered for facilitating the training and implementation of this individually administered measure of oral vocabulary.

The sequence of topics covered in this Guide for each of the two measures is as follows:

1. Identifying the target audience for the training (teachers or assessment team members)
2. Materials to have on hand for the trainer and the participants
3. Audiovisual equipment including the training CD or videocassette and transparencies
4. Tips for trainers
5. Training script to introduce the training and the training CD/videocassette
6. Review of important information through a question and answer format
7. Distribution of Frequently Asked Questions (FAQ)
8. Preparation of test materials for distribution, collection, and return to school district staff as appropriate.
Peabody Picture Vocabulary Test-III, Form B (PPVT-III) Training Materials and Script

You will be training your assessment team (or others who are not classroom teachers) to administer the Peabody Picture Vocabulary Test-III, Form B (PPVT-III). This training should take about one hour to complete. If participants are already somewhat familiar with the PPVT-III because of past experiences, they should still be provided with a refresher training before initiating this year’s assessments. Establishing the basal and ceiling sets should be emphasized along with submitting only raw scores for entry into the PMRN.

Be sure that participants have a pen and a notepad, and you have the following materials ready before beginning your training:

- PPVT-III, Form B Test kit (one for yourself and one for each participant) that includes:
  - Picture Plates easel
  - Packet of 25 performance records
  - Norms Booklet (these will not be used but should be left in the test kits)
  - Examiner’s Manual

- Four copies of page 27 photocopied from the Examiner’s Manual for each participant

- One copy of the “Frequently Asked Questions” (Pages 10-11) for each participant

- Transparency of “Important Points: PPVT-III” (Page 14)

- Training CD that provides procedures for administration and scoring of the PPVT-III (Elapsed time is 22 minutes)

Audio/Visual Equipment

- Training with CD

  *This is the recommended format since the CD provides both a better picture and better sound than does the videocassette. Directions for starting the CD are noted in the ‘Tips’ block on page 8.

  - Computer with speakers connected
  - LCD projector
  - Screen
Training Script

State the following to introduce the training:

“The PPVT-III is a measure of receptive oral vocabulary that is appropriate for individuals from preschool to adult. It is administered individually to all students in Reading First schools as one of the outcome measures. This test takes approximately 10 to 20 minutes to administer.

“The PPVT-III will be administered during our third DIBELS® assessment window. In contrast to the usual ten day DIBELS® testing window, we will have 20 days to gather our DIBELS® and PPVT-III information for our Reading First grant. We have two options for assessment. 1) We can administer it to students while we have them seated for the DIBELS® – putting it at the beginning or the end of the testing session; or 2) we can do the PPVT-III and DIBELS® at separate times. We have decided to...”

(Insert your decision about how you will have the team administer the PPVT-III and DIBELS™ from the two choices given above).

“If for any reason you do not give the PPVT-III at the same seating as the DIBELS® measures, keep the scoring forms separate so we will know which students still need to have the PPVT-III administered at another time. Each student should have a scoring form with a label affixed to the front cover or the student’s name and teacher’s name clearly printed on the form.”

Then state the following:

“You are now going to watch a presentation that will teach you how to administer, record, and score the PPVT-III.

“Before we begin, let’s make sure that you have all the materials that you will need. You should have your PPVT-III, Form B, Test Kit that includes the following: Examiner’s Manual (hold it up), a Norms Booklet that we will not be using so you can keep it in the kit (hold it up), one Performance Record from the packet (hold it up), and the picture plates easel (hold it up). You should also have four copies of page 27 from the Examiner’s Manual (hold it up). We will not use the Norms Booklet because the PMRN will calculate the standardized scores for us.”
“Let me know once you are sure you have the appropriate materials in front of you, and we will begin
the presentation. This presentation will take about 22 minutes.”

Start the CD once all participants are ready.

At the conclusion of the presentation, review, “Important Points PPVT-III.”

“Be sure a PMRN label is on the PPVT-III performance record. If you
do not have a label, clearly print the name of the student, grade, and
teacher’s name.”

“If the student cannot tell you his or her age, you may need to calculate
it from the date of birth or by asking the teacher.”

“You will record only the raw score on the front of the performance
record from the inside of the test booklet. The PMRN will calculate
the other appropriate scores using the student’s date of birth and raw
score.”

Ask the participants if they have any questions.

Answer the questions. Use the Frequently Asked Questions document (pages 10-11) as your guide to answer
questions that may come up. You also can ask participants to wait until you check on the answer to their
question if you are unsure about how to respond. Staff at FCRR will be available to help by phone at 850-
644-9352 or by e-mail at assessments@fcrr.org.

State the following:

“Let’s review some important points.”

Ask the questions in bold below, and then let the participants attempt to answer. Answers to the questions are
provided.

“How do I know where to begin the test?”
Begin with the set that corresponds with the student’s age. For example, if the student is five years
old, begin with Set 3.

“What is a basal?”
This is the lowest set of items containing 0 errors, or 1 error.

“What is the ceiling item?”
This is the highest item from the highest set of items containing eight or more errors.

“How do we calculate the raw score?”
To calculate a raw score you will subtract the total number of errors from the ceiling item. An
example is provided on pages 18-19 in your Examiner’s Manual.

“Where do we write the raw score?”
The raw score is written in the designated box on the front of the performance record.
State the following:

“Now that we have reviewed administration and scoring of the PPVT-III, let’s take some time to practice scoring. The CD discussed four practice items. Let’s take some time to do them. I would like for you to take out the four copies of page 27 and turn to page 28 in your Examiner’s Manual. We will practice scoring the examples provided on pages 28, 29, 30, and 31.”

Walk the participants through how to score the practice items. The answers are provided on pages 32–35. Remember, you only have to compute raw scores. After you have done this, say the following:

“Now that we know how to score the PPVT-III, we want to be sure that all scores are correct. The PMRN will calculate standard scores, percentiles, and other scores based on the student’s age and the raw score we calculate. Therefore, it is important that the raw score we enter into the PMRN is accurate. Before we give the performance records to the data entry person to enter the scores into the PMRN, we must first have someone check our calculations. Once we begin testing our students, we will work in pairs and double check each other’s calculations to be sure they are correct. Let’s take a second to identify a person who will be your partner to verify your scores after you have tested the students and before giving your performance records to the data entry person.”

Take a few minutes for everyone to identify a partner. If you have an uneven number of persons in the training, you (as the trainer) can volunteer to double check the one person’s PPVT-III records. After everyone has identified their partners, say the following:

“Now that you have a partner, let’s practice in pairs administering the PPVT-III. You will each have a turn to be the student. One of you will take the role of a six year old student, and the other will represent an eight year old. Be sure to begin the training items at the appropriate level. You will have approximately 15 minutes to practice.”

Walk around the room and be sure that everyone is appropriately set up for testing, beginning testing at the appropriate place, shielding their performance record from the “student,” establishing correct basal and ceiling sets, and calculating and recording raw scores correctly.

Provide each participant with a copy of the “Frequently Asked Questions” and state:

“I am providing you with a page of questions that may come up as you get more comfortable with the PPVT-III test. Answers to these questions are provided.”

State the following:

“The CD that we watched today is going to be available for you to check out if you want to watch it again.”

Tell the participants where the CD will be available for sign out.

“You should practice administering the PPVT-III with at least three students before you begin the actual testing. You should test students who will not be tested as part of Reading First. Some of our 4th grade students may be available, or perhaps you have children of your own or neighbors’ children whom you may want to enlist for practice. Be sure to use your partner to double check your scoring from your practice experiences as well as when you administer the PPVT-III to our students during the DIBELS® testing window.”

“Thank you for your attention today. I will be available to help in any way I can before or during our assessment window.”
### Frequently Asked Questions

**Peabody Picture Vocabulary Test, 3rd Edition**

1. **How do I set up the PPVT-III easel for testing?**
   
   You should sit in such a way that you are at a right angle to the student. The pictures on the easel will face the student, and the text will be toward you. However, you should be able to see the student’s side of the easel in case the student points to the picture rather than giving the number.

2. **Where do I write the student responses?**
   
   You will write in the performance record the number given by the student or the corresponding number of the picture that has been selected by the student’s pointing response. See pages 28-31 in the Examiner’s Manual for examples on how to record responses.

3. **What is the difference between a basal and a ceiling?**
   
   **Basal:** This is the lowest set of items containing zero errors or one error.
   
   **Ceiling:** This is the highest set of items containing eight or more errors.
   
   Pages 16 and 17 of the Examiner’s Manual provide a detailed description of the basal and ceiling.

4. **How do I calculate a raw score?**
   
   To calculate a raw score, you will subtract the total number of errors from the highest number in the ceiling set. An example is provided on pages 18 and 19 in the Examiner’s Manual.

5. **What training items should I use for the students we are testing?**
   
   For students under eight years, use training items A and B (in the early pages of the easel). For students eight years or older, use training items C and D (following training item B in the easel).

6. **What should be done if a student who is 8 years old does not get the training items correct on C and D? What should be done if a student less than 8 years old is unable to respond correctly to training items A and B?**
   
   All students must correctly answer two training plates before beginning test administration. If the older student cannot identify two training plates on training items C and D, try training items A and B. If the student still does not correctly answer two training plates, then write the reason the student is untestable on the performance record and discontinue testing. The student’s raw score is then recorded as “0.” If the younger student is unable to correctly respond to two training plates on training items A and B, discontinue the test and record a raw score of “0.”

7. **If a student does not speak any English or has limited English speaking ability, should we administer the PPVT-III?**
   
   Yes. You should attempt to administer the PPVT-III to students with limited English proficiency. If the student is unable to meet the training rule, discontinue testing and write an explanation of why the student is untestable on the front of the performance record. Record a raw score of “0” for the student. If the student correctly answers two training plates, proceed with administering the test.

8. **Is it okay for a student to say the number of the picture instead of pointing to the picture?**
   
   Yes. The student is given credit if they say the number or if they point to the correct picture.
9. If a student points to a picture but says a number different from the picture that was chosen, how should I proceed?

   In this case the student has given two answers, and you must determine which answer is the one to be recorded. Say to the student, “You have given me two answers. Point to the picture or tell me the number of the picture you want to select.” Record the student’s chosen answer.

10. Do I stop testing once the student misses eight in a row?

    Not necessarily. You will not stop if the student misses eight in a row unless those eight items occur within one set. This test is administered in sets of 12 items. The student must miss eight or more out of a set of 12. The eight errors do not have to be in a row but must be within the same set to establish the ceiling. If the student misses the first eight items in a set, you would still administer the next four items to complete the set. The student receives credit for any correct answers within that ceiling set.

11. Will we convert raw scores to standard scores?

    No. The PMRN will calculate the other scores for us. This will not only save us considerable time but will also ensure that we have 100 percent accuracy on the score transformations.

12. What if I begin testing and the student misses more than one item in the first set I administer?

    If a student misses more than one item in the first set, you will work backward in sets until you reach a set where the student misses one or zero items. You now have established a basal and will work forward on the sets to establish a ceiling. If the student misses eight or more on the first set, that would be the ceiling.

    Pages 30 and 31 of the Examiner’s Manual provide illustrations of these situations. Page 30 portrays a student that begins on set 8 (age ten years), and the examiner works backward until a basal is reached at set 3. Page 31 portrays a student that begins at set 2 (age four years) and does not reach a basal with set 1.

13. If I ask a student to point to a picture and the student does not respond, how should I proceed?

    If the student does not respond in 15 seconds, encourage the student by saying, “Try one. Point to the one you think it might be.” There is no penalty for guessing, and you can encourage the student by saying, “It’s all right to guess.” If there is still no response, mark “NR” and move on.

14. What should be done if a student is pointing but does not appear to be looking at all of the choices?

    You may ask the student to slow down and look at all of the choices before making a decision. You may not, however, go back and repeat an item.

15. How should I proceed if a student points to the same choice over and over again (e.g., always points to the picture on the bottom left)?

    You may provide the following prompt: “Be sure to look carefully at all of the pictures before choosing one.” If this does not work, point to each of the four pictures in turn while saying, “Look at this one…and this one…and this one…and this one.” End the sequence on a picture other than the one the student is always choosing.

16. How should it be handled if a student points to two pictures, or it is unclear which picture he/she is pointing to?

    Ask the student to touch the center of the picture or to say the number of the picture they are selecting.
17. If a student enters the school during the third assessment window, do they participate in the testing?

Any student enrolled in the school during the third assessment period will participate in the outcome and DIBELS® measures.

18. Can properly trained but non-certificated personnel help us give the PPVT-III?

It is permissible to train non-certificated personnel in administering and calculating the raw scores on the PPVT-III under the supervision of an experienced and trained examiner.

19. What will the PPVT-III score reports look like on the PMRN and how do we interpret them?

The score reports for the PPVT-III on the PMRN will look like this (we have provided brief descriptions of each of the scores for easier interpretation):

**PPVT-III Score Report From the PMRN**

<table>
<thead>
<tr>
<th><strong>Standard score</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A score that is a transformation of the raw score indicating how far this student’s score lies from the average of the norming group. The average score for the PPVT is 100; scores below 70 are considered very low, and scores above 130 are very high.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Percentile rank</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This number represents the percentage of students in the norming group scoring lower than this student.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Normal Curve Equivalency</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a conversion of the percentile scores that allows them to be averaged together for reporting purposes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Stanine</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a more general description of the student’s performance where a stanine of 1 is very low, and a stanine of 9 is very high. The average stanine is 5.</td>
</tr>
</tbody>
</table>

*Image of score report*
Cautions

- Be sure to turn one page at a time on the picture easel. With new test kits, the pages of the picture plates have a tendency to stick together.
- Be sure your finger does not point to a picture or cover it up as you turn the pages.
- If you lay the easel flat, cover up the pictures on the page that is not being presented to the student.
- Be sure to score each item as you are testing. Do not leave any items blank and assume they were answered correctly.
- Put a slash through the “E” if the answer is incorrect. This will make scoring much easier when the ceiling has been established.
- Be sure you do not inadvertently focus your eyes on the correct picture. Students often pick up on these unintentional cues.
- Make sure students hands are clean enough that, if they touch the picture plates, they do not soil them.
Important Points

PPVT-III

- Label from PMRN affixed to performance record or student’s and teacher’s names clearly printed

- Know student’s age in years to determine training item selection

- Record raw scores only
Stanford Achievement Test, 10th Edition (Stanford-10)
Training Materials and Script

You will be training first and second grade teachers together on the procedures for administering the Reading Comprehension test of the Stanford-10. This training can be conducted in approximately 30 minutes. Reading Comprehension scores from the third grade FCAT will be used as the outcome measure for third grade.

Be sure that participants have a pen and a notepad, and you have the following materials ready before beginning your training:

Copies of the following materials for the appropriate grade levels for each of the teachers who will participate in the training:

First Grade Materials (Green)
- Directions for Administering, Form A/Primary 1
- Directions for Administering, Practice Test Booklet, Primary 1
- Multiple-Choice Test Booklet, Form A/Primary 1
- Multiple Choice Practice Test Booklet, Primary 1

Second Grade Materials (Blue)
- Directions for Administering, Form A/Primary 2
- Directions for Administering, Practice Test Booklet, Primary 2
- Multiple-Choice Test Booklet, Form A/Primary 2
- Multiple Choice Practice Test Booklet, Primary 2

One copy of the “Frequently Asked Questions” (Pages 20-21) for each participant

Copy of “Materials Needed: Stanford-10” (Page 23)

Training CD that provides procedures for administration and scoring of the Stanford-10 (Elapsed time is 12 minutes)

Audio/Visual Equipment
- Training with CD
  - Computer with speakers connected
  - LCD projector
  - Screen
Key Points to Emphasize

Make sure the barcode label (pre-ID label with “Reading First” printed on it) is on each student booklet. If no barcode label is found, the student’s name, date of birth, gender, race/ethnicity, grade, and student number should be bubbled in by the school assessment coordinator or the teacher. The student number used must correspond to the state identifier - either the 10-digit assigned student identifier or the 9-digit social security number followed by an X. If the 9-digit social security number followed by an X is used, at the top of the “Student Number” field, write in the social security number in the first 9 boxes and write the X in the last box. Complete the gridded fields under each number, but do not grid anything under the last column, leaving the last field blank, as X is not an option. Scores may not be reported to schools without a barcode label or completed demographic information.

This is an untimed test. Use the time frames provided for planning purposes only, but the publisher recommends a maximum of one hour to complete the test.

First grade students are encouraged to use a marker, so teachers will need to be sure these are prepared and ready for the day of testing.

First and second grade students record their answers in the test booklets.

This test is machine scored by the publisher or, in some instances, by the district.

The Stanford-10 is considered a secure test, and the procedures for the handling of these materials should follow those of the FCAT.
Training Script

State the following to introduce the training:

“The Stanford Achievement Test, 10th Edition, provides a measure of reading comprehension appropriate for individuals from first to 12th grade. It can be administered in a group setting such as a classroom. The Stanford-10 has been selected as the reading comprehension outcome measure for Reading First schools for first and second grade students. The FCAT will satisfy this requirement for third grade students. Testing time is approximately 40 minutes for first and second grades. The Stanford-10 is an untimed test so you may be taking up to one hour to distribute test booklets, to provide directions to students, to allow them time to complete the test, and to collect the booklets when the testing is completed. If students need additional time beyond the recommended 40 minutes, the test publisher suggests a one-hour time limit.”

Review, “Materials Needed: Stanford-10,” and illustrate the list of materials by holding them up.

State the following:

“You are now going to watch a presentation that will teach you how to administer the Stanford-10. You should have in front of you the following materials: Directions for Administering, Multiple Choice Test Booklet, Directions for Administering the Practice Test, and Multiple-Choice Practice Test Booklet. If you will be testing first graders, your materials will be green. If you are testing second graders, your materials will be blue (hold up copies of each). Please take a moment to be sure you have the appropriate materials in front of you so you can follow along with the presentation. This presentation will take approximately 12 minutes. You may notice that the presentation also includes information for third grade but this is only a small portion of the overview. Let me know when you are ready to continue.”

Start the CD once all the participants are ready. At the conclusion of the training presentation, ask the participants if they have any questions.

Answer the questions. Use the “Frequently Asked Questions” document (pages 22–24) as your guide to answer questions that may come up. You also can ask participants to wait until you check on the answer to their question if you are unsure about how to respond. Staff at FCRR will be available to help by phone at 850-644-9352 or by e-mail at assessments@fcrr.org.

State the following:

“Let’s review some important points.”

Ask the questions in bold below, and let the participants attempt to answer. Answers to the questions are provided.

How much time are students allotted to take the Reading Comprehension subtest?

The Stanford-10 is an untimed test. There are timeframes provided to use as a guide for planning the testing schedule, but students are allowed as much time as they need to complete the test. However, research by the publisher indicates that allowing students to spend more than one hour does not result in substantial changes in their overall scores.

Is it necessary to give the practice test to all students?

Yes. The practice test should be given to first and second grade students.
Are all students supposed to put their answers in the test booklets?
Yes. All students will record their answers directly into the Multiple-Choice Test booklets.

How is the Stanford-10 scored?
The Stanford-10 will be machine scored. Therefore, the teacher does not have to do any scoring.

Closing the training: Provide each participant with a copy of the “Frequently Asked Questions” and state:
“I am providing you with a page of questions that may come up as you get more comfortable with the Stanford-10. Answers to these questions are provided. You also should read thoroughly the appropriate sections in the Directions for Administering.”

State the following:
“The CD we watched today is going to be available for you to check out if you want to review the administration procedures. You should keep your copies of the Directions for Administering, the Directions for Administering Practice Items, and the student Multiple-Choice Practice Test booklet. Please turn in all Multiple-Choice Test booklets at this time.”

Tell the participants where the CD will be available for sign out.

Once training is complete, collect all the student Multiple-Choice Test booklets. If your district has other procedures for handling the other materials rather than allowing teachers to keep them, please follow your district procedures. Some schools may want to keep everything in a central location. Others may allow the teachers to keep the materials in a locked file in their rooms.

Close by stating:
“Thank you for your attention today. I will be available to help in any way I can during our assessment window.” (If the date for conducting the Stanford-10 in your district has been determined, this is a good time to remind participants of this date.)
Frequently Asked Questions

Duplicate for Distribution to Participants

Stanford Achievement Test, 10th Edition: Reading Comprehension

1. Do the students have to fill out their own personal information?
   No, student demographic barcode labels (pre-ID labels that have “Reading First” printed on them) should be placed on the Multiple-Choice Test Booklets when you get them. If there is not a barcode label for a student, the school testing coordinator or teacher should bubble in the required information. It is critical that all required information is printed and bubbled in to ensure that schools receive a score report for each student. Each student should write his or her name on the front of the booklet as soon as they are distributed to be certain there is a match with the label or bubbled information.

2. If a student asks for help during testing, such as what a specific word is or its meaning, how should I respond?
   Be sure you do not give the student any of the answers. Encourage students to do their best and not to worry if they do not know all of the answers. Refer to page 17 in the Directions for Administering booklet for test supervision suggestions.

3. Can I help a student erase an answer?
   Yes, but be sure not to change any other marks.

4. What steps should be taken if a student is just marking without reading the items in the booklet?
   Encourage students to read the printed words on the paper before they make decisions about the answers.

5. Can I give the student additional time to finish the test?
   Yes, the Reading Comprehension test is untimed, but the publisher suggests a maximum of one hour to complete this test.

6. Can students with disabilities underline the correct answer rather than bubble in the response if this accommodation is indicated on their IEP?
   Yes, the teacher should then bubble in the corresponding circles on the student booklet before giving it to the school test coordinator.

6. What is done if a student breaks his/her pencil lead or pencil during the test?
   Give the student another pencil. Extra No. 2 pencils should be readily available for such a situation.

7. When should I give the practice test?
   The practice test should be given in the week prior to the test to provide practice with formal testing procedures.

8. Should I have the students complete the entire practice booklet?
   No, since they will only be taking the Reading Comprehension test, students will only need to practice the reading comprehension portion in the practice booklet. For first grade, use pages six and seven of the practice booklet. For second grade, use pages four and five of the practice booklet.
9. If a student marks more than one answer, should I provide any help?
During practice and actual testing, you have the opportunity to walk around the room and give whatever help may be necessary so that students mark just one answer circle for each question. An appropriate time to address this issue is when you are providing the directions and conducting the practice test. You want to be sure the students understand that there is only one answer to each question. If you think this is going to be an issue, you may want to have another person in the room with you to assist with the test practice and administration.

10. How will the tests be scored?
The Stanford-10 will be machine scored by the publisher, or locally scored by the district assessment office.

11. What should be done if a student finishes the test quickly?
Have the student check his or her answers, and then provide something to do quietly at his or her seat, such as reading a book.

12. May I give individualized help during the practice items?
Yes, you want to be sure students understand the directions before you begin the test administration. This is the time to provide individual instruction to any student who needs it.

13. Should I follow the district and state procedures for test security for the Stanford-10?
Yes, the Stanford-10 should be treated with the same level of security as the FCAT.

14. What test accommodations are allowed for the Stanford-10?
The Stanford-10 is an untimed test. Therefore, accommodations for timing are not necessary. For determination of other accommodations, schools should refer to the approved FCAT accommodations.

18. What will the Stanford-10 score reports look like on the PMRN, and how do we interpret them?
The score report for the Stanford-10 on the PMRN will look similar to the diagram on the following page (brief descriptions of each of the scores are provided for easier interpretation).

19. What should be done if the student has changed classrooms after the pre-ID labels have been printed or the name of the teacher is now different (i.e. a new teacher or teacher changed name due to change in marital status)?
When the teacher fills out the Scoring Service Identification Sheet (SSID) he/she should put their own name on it as that is how the scores will be reported. Do not adjust the information on the pre-ID label.

20. Is the school code required?
Yes, the school code is very important to ensure that data is correctly processed.
Scaled score
Scaled scores are standard scores that can be used to compare a student’s performance over time. They are a one continuous scale. The 50th percentile, or average, scaled score for first grade is 551; for second grade it is 597.

Percentile rank
This number represents the percentage of students in the norming group that scored lower than this student.

Normal Curve Equivalency
This is a conversion of the percentile scores that allows them to be averaged together for reporting purposes.

Raw score
Number of items answered correctly.

Stanford-10 Score Report

Stanine
This is a more general description of the student’s performance where a stanine of 1 is very low, and a stanine of 9 is very high. The average stanine is 5.
Materials Needed: Stanford-10

Grade 1: Green
Grade 2: Blue

- Directions for Administering
- Directions for Administering Practice Test Booklet
- Multiple-Choice Practice Test Booklet
- Multiple-Choice Test Booklet
DISTRICT AND SCHOOL TEST COORDINATOR’S SUPPLEMENTARY MANUAL: Spring 2008
(prepared by Pearson Educational Measurement Group)

Message to District and School Test Coordinators

Purpose of This Manual
This Test Coordinator’s Supplementary Manual provides important information that will help ensure the success of Florida’s Reading First Outcome Assessment for Reading Comprehension for all students, teachers, parents, schools, and districts.

Whom to Contact
For questions regarding Florida’s Reading First Outcome Assessment for Reading Comprehension, please contact:

Randee Winderbottom, M.S.
Director of Assessment Programs
Florida Center for Reading Research
227 N. Bronough Street, Suite 7250
Tallahassee, FL 32301
Phone: 850-645-1926 - Fax: 850-644-9085
E-mail: rwinterbottom@fcrr.org

Pearson Educational Measurement Group
Mary Kay Lands
Senior Program Administrator, Special Programs
19500 Bulverde Road
San Antonio, TX 78259
Phone: 800-228-0752 extension 8167 - Fax: 877-705-1802
E-mail: marykay.lands@pearson.com

For additional information on Pearson products, please contact:

Michael Keeton
National Measurement Consultant
Pearson Educational Measurement Group
Phone: 352-483-2977
E-mail: michael.keeton@pearson.com

Rachel Love
Educational Measurement Consultant, North Florida
Pearson Educational Measurement Group
1075 Myers Park Drive.
Tallahassee, FL 32301
Phone: 850-385-5496
Email: rachel.love@pearson.com

This Test Coordinator’s Manual Provides:
• An overview of the testing program
• Guidelines for implementing the testing program
• Specific information necessary for receiving materials from Pearson Educational Measurement Group, completing student test booklets, and preparing the completed test booklets for return to Pearson Scoring Center
Kimberley Kraft  
Educational Measurement Consultant, South Florida  
Pearson Educational Measurement Group  
9921 Tree Tops Lake Road  
Tampa, FL 33626  
Phone: 813-920-0985 - Email: kimberley.kraft@pearson.com

For information on state policy regarding Florida’s Reading First Outcome Assessment for reading Comprehension program, please contact:

Cari Miller  
Director of Elementary Reading  
Just Read, Florida!  
325 West Gaines Street, Suite 1548  
Tallahassee, FL 32399-0400  
Phone: 850-245-0503  
E-mail: cari.miller@fldoe.org

Basic Information about the Tests

The State of Florida has coordinated with Pearson Educational Measurement Group to provide materials, scores, and reports for the Florida Reading First program during the 2007-2008 school year in grades one and two. This program will use the Stanford Achievement Test, Tenth Edition, a group-administered norm-referenced assessment of reading comprehension.

Your District can select from the following assessment options for reading comprehension to be administered to Reading First students in Grades 1 and 2:

The Stanford Achievement Test, Tenth Edition, Reading Comprehension Only

The Reading Comprehension subtest measures students’ comprehension within the framework of three types of materials: literary, informational, and functional text. Within each type of text, questions measure achievement in four modes of comprehension: initial understanding, interpretation, critical analysis, and awareness and usage of reading strategies.

The Stanford Achievement Test, Tenth Edition, Florida Select

Primary 1 Test Booklets contain the Reading Comprehension and Mathematics Problem Solving subtests. Primary 2 Test Booklets contain the Reading Comprehension, Mathematics Problem Solving and the Environment subtests.

The Stanford Achievement Test, Tenth Edition, Complete Battery

The Complete Battery includes the Florida Select measures as well as tests of language, spelling, and listening.

While the Stanford-10, Florida Select, and the Stanford-10, Complete Battery contain additional tests that can be administered at the districts’ discretion, only the Reading Comprehension tests will be reported to FCRR for the purposes of Reading First testing.

Reading First orders must be initiated by the district Coordinator of Assessment and not by individual schools.
**Materials Receipt**

**District:** The following materials will be sent to the school district’s Coordinator of Assessment prior to the administration of the assessment:

**Grade 1 Materials:**
- Stanford-10 Machine Scorable Test Booklets, Primary 1
- Stanford-10 Practice Test Booklets, Primary 1
- Stanford-10 Directions for Administration, Primary 1
- Stanford-10 Practice Test Directions for Administering, Primary 1

**Grade 2 Materials:**
- Stanford-10 Machine Scorable Test Booklets, Primary 2
- Stanford-10 Practice Test Booklets, Primary 2
- Stanford-10 Directions for Administration, Primary 2
- Stanford-10 Practice Test Directions for Administering, Primary 2

**District/School Processing Materials:**
- Address Return Shipping (ARS) Labels
- Pre-Identification Labels ordered for the district by FCRR with “Reading First” printed on them
- District will receive one Master File Sheet with an Optional Scoring Service attachment
- Scoring Service Identification Sheets (SSID)
- Blue pre-printed Reading First box labels to be affixed to all boxes when returning for scoring.

The district Coordinator of Assessment will forward the appropriate test materials to each School Test Coordinator for the administration of the Florida Reading Comprehension Outcome Assessment.

**When to Test**

The Stanford Achievement Test, Tenth Edition, will be administered to Grades 1 and 2 to all Reading First students at the time specified by the district and consistent with the assessment window established by the Director of Reading First, Florida Department of Education.

**Whom to Test**

All students in Grades 1 and 2 who are enrolled in Reading First schools, except those with very severe cognitive, sensory, or language limitations, should be administered the Stanford-10.
General Procedures

District Coordinators of Assessment will distribute the test materials to the School Test Coordinators. The School Test Coordinators will assist the building principals in providing for the physical security and proper administration of the test materials at the school site. The tests will be administered during the prescribed test administration period as defined by the Director of Reading First and according to the procedures described in this Test Coordinator’s Manual, the Directions for Administration, and the training CD provided to districts by the Florida Center for Reading Research (FCRR). Please refer to your Directions for Administering for a summary of the amount of time needed to administer the reading comprehension subtest and others that may have been selected.

At the conclusion of the test administration period, all test materials must be handled in accordance with state and district test security procedures. The School Test Coordinators will prepare the student booklets for shipment to the district office. The district Coordinators of Assessment will account for and return ALL of the used Stanford-10 test booklets to Pearson Scoring Center for scoring. After testing, all Directions for Administration and unused test booklets must be locked in a secure location by the district Coordinator of Assessment for future use or returned to Pearson Educational Measurement Group for credit to purchase orders.

Instructions for District Coordinator of Assessment Prior to Test Administration

Inventory Test Materials

Step 1. Inventory the test materials immediately upon receipt. The District Summary Packing Slip is located in box 1. Count the number of boxes you have received.

Step 2. Let the School Test Coordinator know that they should save the boxes in which materials were shipped so they can be used to return test booklets to Pearson. If the schools in your district need additional boxes, please use boxes that are sturdy and reinforced.

Prepare for Test Administration

Step 1. Review this Test Coordinator’s Manual and the Directions for Administration.

Step 2. Develop a test administration schedule for the district consistent with Reading First requirements and testing recommendations provided by Pearson.

Step 3. Distribute test materials and pre-printed Reading First Pre-Identification Labels to School Test Coordinators prior to the district’s established date of administration and in sufficient time to allow the School Test Coordinator to prepare materials for classroom distribution.

Step 4. Ensure that schools have sufficient materials and order extra materials as needed. Ensure that your schools receive enough Scoring Service Identification Sheets (Supplementary Appendix B of this manual) for each class or group to be tested. Ensure that schools place the Reading First Pre-Identification labels on the Test Booklets prior to test administration.
Instructions for School Test Coordinators and Test Administrators Prior to Test Administration

What to Do

Step 1. Inventory test materials immediately upon receipt at the school site from the district Coordinator of Assessment.

Step 2. Report receipt of materials and any shortages of materials to the district Coordinator of Assessment by faxing the Packing Summary pages (this acknowledges the receipt of materials).

Step 3. Inform teachers of the test schedule. Be prepared to package and return all materials to the district Coordinator of Assessment after the testing has been completed.

Step 4. Distribute the test materials to each teacher or Classroom Test Administrator shortly before test administration.

Student Test Booklet
Provide one Stanford-10 test booklet for each student. Please make sure that the student and the “Reading First” Pre-Identification Label match.

Scoring Service Identification Sheets
Provide one sheet for each group of students tested. There must be a separate Scoring Service Identification Sheet (SSID) (Supplementary Appendix B) for each class or group to be tested. If you need additional SSID Sheets, please call your district Coordinator of Assessment. Do not photocopy this sheet. This sheet will determine how the class reports will be presented, so it is important that it is included in the returned materials.

Complete Student Identification Information

Pre-Identified Test Booklets
District Coordinators of Assessment will receive barcode labels that contain each student’s name, birth date, school and district name, and teacher name and code, and the words “Reading First.” The information for all students enrolled in Reading First for Grades 1 and 2 was obtained from the Florida Center for Reading Research (FCRR) prior to test administration. Each student demographic barcode will include a readable student name. In addition, student names should be added to the front cover of the test booklet by the teacher or student to ensure that each student receives the correct booklet.

For any student who does not have a Pre-Identification barcode label, information must be gridded on a blank test booklet. Using a No. 2 pencil, complete the demographic information on the Stanford-10 test booklet to include the student’s State ID number. (see 2nd paragraph under “Key Points to Emphasize” on page 17 for more detail.)

Check all booklets for the application of the pre-identification label or complete gridding of student demographic data.

IMPORTANT NOTICE
Prior to distribution of test booklets to students for testing, each student barcode label must be applied to a Stanford-10 test booklet at the appropriate level.
Completing the Demographic Section of the Answer Document

**Teacher:** write in the teacher name

**School:** write in the school name

**Grade:** write in One or Two (depending on the student’s grade)

**City (System):** write in the district name

**State:** Florida

**Date:** write in the date of the test

**Last Name:** write in student’s last name and fill in the corresponding bubbles

**First Name:** write in student’s first name and fill in the corresponding bubbles

**Date of Birth:** month and year is all that is required

**Gender:** fill in the appropriate bubble

**Ethnic or Racial Group:** Enter the category that applies for the Stanford-10. Be sure to use only the codes that are listed:

   Race/Ethnicity:
   - AI/AN American Indian or Alaskan Native
   - A Asian
   - B/AA Black or African American
   - H/L Hispanic or Latino
   - NH/PI Native Hawaiian or other Pacific Islander
   - W White
   - O Other (includes persons of multi-ethnic descent)

**Student Identification Number:** This nine or ten digit number is the student’s Social Security Number followed by “X” (or a blank space) or the district number of the district of first enrollment followed by eight digits assigned by the district MIS department. No other identification number should be used. Remember, there is no bubble for the “X”. (see 2nd paragraph under “Key Points to Emphasize on page 17)

**Accounting for All Students**

The state requires that all students, except those with very severe cognitive, sensory, or language limitations, should be included in the Stanford-10 Reading Comprehension assessment. Please identify students who do not take the tests as absent, excused, or no longer attending the school (moved).

**Administering the Tests**

To ensure that test results for the Florida *Reading First Outcome Assessment for Reading Comprehension* are valid, reliable, and equitable, the same test administration procedures must be used across the state. In order to provide uniform test administration, test administrators must carefully follow the instructions provided in each of the Stanford-10 *Directions for Administration* manuals and as outlined in the training materials provided in this *Reading First Outcome Measures Training and Implementation Guide* and accompanying CD provided by FCRR.


**Make-Up Tests**

If any students are absent at the time of testing, every effort should be made to give the student the opportunity to take the test within the testing window established by the Florida Reading First Office.

**Testing Time**

The Reading Comprehension test is untimed but is typically completed within 40 minutes. Students may be provided additional time, if necessary, to complete the test. However, it has been found that one hour is sufficient to obtain a valid assessment of student skills in reading comprehension as measured by the Stanford-10.

**Instructions for School Test Coordinators After Test Administration**

The best way to ensure accurate and timely reports is for the Classroom Test Administrator to carefully prepare the test booklets for scoring. Immediately after the testing session, the Classroom Test Administrator should collect the test materials from the students and check the physical condition, including dark, clear marking. The test booklets should be checked for accurate student identification information, and any inaccurate information should be corrected.

**Physical Condition**

There are some conditions that interfere with the electronic scoring process. Please check documents that are to be machine-scored for the following:

Check the student identification information on all test booklets. This information should already be present on the pre-coded label or gridded by hand on the back cover. Review the pre-coded label and hand-entered data for accuracy and check for legibility of any entries that have been made manually. All marks should be solid and dark.

<table>
<thead>
<tr>
<th>Physical Condition</th>
<th>Do this:</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you find any of the following:</td>
<td></td>
</tr>
<tr>
<td>Tape of any kind</td>
<td>Remove them</td>
</tr>
<tr>
<td>Post-it Notes</td>
<td></td>
</tr>
<tr>
<td>Staples</td>
<td></td>
</tr>
<tr>
<td>Pins</td>
<td></td>
</tr>
<tr>
<td>Paper Clips</td>
<td></td>
</tr>
<tr>
<td>Stray Marks</td>
<td>Erase them</td>
</tr>
<tr>
<td>Light Marks for Answers</td>
<td>Darken black response marks so that they fill the circles. Complete erasures where the student changed answers.</td>
</tr>
</tbody>
</table>

**Identification Sheets**

**Scoring Service Identification Sheets (SSID)**

The purpose of the Scoring Service Identification Sheets is to identify for the scoring service the way in which the accompanying student test booklets should be organized for reporting purposes. The School Test Coordinator should verify that the teachers correctly completed one Scoring Service Identification Sheet for each class in the school.
Completing the Scoring Service Identification Sheets (SSID)

Master File Sheets
The District will have the Master File Sheets that will include all schools participating in that District. This sheet will be returned with the materials to be scored. Please make a copy of the completed Master File Sheets for your records.

Packing Materials
After the School Test Coordinator has received all the testing materials from the teachers, follow the step-by-step procedures below to prepare materials for shipment to your district office.

Step 1. Put all the same material together in piles.
- SSID Sheets
- ALL Stanford-10 Primary 1 Test Booklets (completed)
- ALL Stanford-10 Primary 2 Test Booklets (completed)

Step 2. Check the scorable (completed) materials.
- Flip through the stack of student test booklets and check for:
  - Marking with No. 2 soft-lead pencils
  - Complete and correct gridding or affixing of barcodes of all student demographic information
  - Complete erasure of stray marks
  - No folds, cuts, or tears
- Check that all test booklets are stacked with the demographic page facing up.
- Check that the Scoring Service Identification Sheets have been correctly filled in for each class.
- The total number of completed test booklets must equal the number gridded on the SSID Sheets.

IMPORTANT NOTICE

ALL unused Stanford-10 Test Booklets should be returned to the district Coordinator of Assessment to keep for the next testing cycle.
Step 3. Fill the boxes with used test booklets.

- Put in the first class of test booklets.
- Place a completed SSID Sheet on top of the first class of test booklets.
- Repeat for the next class. Add an SSID Sheet for the next class and then put in the next class of completed test booklets. An entire class should be in the same box. Do not put part of a class in one box and part in another box. An entire class should be packaged with its SSID Sheet in the same box. Once the box is nearly full, start another box.

Step 4. Prepare the boxes. The number of boxes you will need will depend on the size of your school, but most schools will need more than one box.

- Place materials in a rigid, sturdy box with enough packing material to ensure the movement of materials inside will be minimal. It is best to use the sturdy box(es) from the original shipment. You can use crumpled paper to protect them from shifting during transit. Tape all boxes securely with heavy-duty tape. Cellophane and masking tape are not strong enough and are not recommended.

- If you are reusing the boxes that were used for shipping materials to the school, be certain to cover the original labels with black marker or paper.

Step 5. Place the “Pearson Scoring Center” and the blue “Reading First” label on each box. Indicate box number ____ of ____ and your school name. Have the boxes delivered to your district Coordinator of Assessment.

Instructions for the District Coordinator of Assessment for Returning Materials to Pearson Scoring Center

Once the district Coordinator of Assessment receives the boxes from the School Test Coordinators, the district Coordinator finalizes the packaging and shipping of materials. Address Return Shipping (ARS) labels have been provided for this purpose. Return materials to:

Pearson Scoring Center
19500 Bulverde Road
San Antonio, TX 78259

Complete all sections, including “Answer Document Count” on the Master File Sheet (MFS). If you have any questions about completing this form, please contact Mary Kay Lands at Pearson Educational Measurement Group at (800)228-0752 extension 8167.

Step 1. Collect all of the boxes for your district.

Step 2. Complete the Master File Sheet for the district. Be certain to complete the section “Answer Document Count.”

Step 3. Place all answer documents for the district together with the Master File Sheet in a rigid, sturdy carton with enough packing material so that movement of materials inside is minimal. You can use crumpled paper to protect them from shifting during transit. Tape the box securely with heavy-duty tape. Cellophane and masking tape are not strong enough and are not recommended.

IMPORTANT NOTICE
The Master File Sheets must be returned with the test booklets for scoring. Failure to do this will result in delays of your reports.
Step 4. Included in the return kit will be ARS labels for use in returning your shipment of tests to be scored. If you need more labels, please call Mary Kay Lands at Pearson Educational Measurement Group, 800-228-0752 extension 8167. You must complete the “FROM” section on each label used.

Step 5. PLACE THE COMPLETED ARS Labels on each box of your shipment. Keep the back of each label as your receipt.

Step 6. Record the tracking numbers. Please keep these numbers for your records. Neither Pearson nor UPS will be able to trace your packages without this number.

Step 7. When your shipment is ready, please have it in an accessible location for UPS pick up. UPS can be contacted at 800-214-0391 to schedule a pick up. If you have 20 or more boxes, please contact Mary Kay Lands at 1-800-228-0752 ext. 8167, and she can arrange a freight pick up instead of using UPS.

Note: Non-Reading First materials must be packaged separately from Reading First materials and labeled as such.

**Packing Materials**

The processing time for all districts is 21 working days (not including weekends or holidays) if materials are in processible condition with appropriate paperwork, plus UPS ground delivery time from the day of receipt of scorable materials at Pearson’s Assessment Scoring Center.

For those districts who are locally scanning, scoring and reporting their Reading First SAT-10 tests, please contact the FCRR at helpdesk@fcrr.org to coordinate data reporting formats.
# Supplementary Appendix A

## Checklist of Major Activities

### Before Testing

<table>
<thead>
<tr>
<th>District Coordinator of Assessment</th>
<th>School Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Receive shipment of test material</td>
<td>1 Receive shipment of test material</td>
</tr>
<tr>
<td>2 Inventory quantities in the shipment. If additional quantities are needed, call Pearson Educational Measurement Group to request additional materials.</td>
<td>2 Inventory quantities in the shipment. If additional quantities are needed, call the District Coordinator of Assessment.</td>
</tr>
<tr>
<td>3 Read and review the Directions for Administration, this <em>Reading First Outcome Measures Training and Implementation Guide</em>, and the CD/videocassette training program provided by FCRR.</td>
<td>3 Read and review the Directions for Administration, this <em>Reading First Outcome Measures Training and Implementation Guide</em>, and the CD training program provided by FCRR. Provide training as needed to Classroom Administrators of the Stanford-10.</td>
</tr>
<tr>
<td>4 Count the materials for each school.</td>
<td>4 Count the materials for each class.</td>
</tr>
<tr>
<td>5 Distribute testing materials to each school.</td>
<td>5 Distribute testing materials to each class.</td>
</tr>
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</table>

### After Testing

<table>
<thead>
<tr>
<th>District Coordinator of Assessment</th>
<th>School Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Receive materials from School Test Coordinators.</td>
<td>1 Check test booklets for correct assembly of barcodes, gridding, and order of test booklet assembly.</td>
</tr>
<tr>
<td>2 Complete the Master File Sheets form.</td>
<td>2 Check SSID Sheets for placement and completeness.</td>
</tr>
<tr>
<td>3 Arrange for the shipping of the materials to Pearson Educational Measurement Group</td>
<td>3 Place test booklets into <em>sturdy</em> boxes. Use boxes that the materials came in.</td>
</tr>
<tr>
<td></td>
<td>4 Add filler to boxes that are not completely filled.</td>
</tr>
<tr>
<td></td>
<td>5 Place <em>Reading First</em> return-shipping label on each box.</td>
</tr>
<tr>
<td></td>
<td>6 Number the boxes in sequence (e.g., Box 1 of 3, Box 2 of 3, Box 3 of 3).</td>
</tr>
<tr>
<td></td>
<td>7 Securely tape the boxes.</td>
</tr>
<tr>
<td></td>
<td>8 Send materials to the District Coordinator of Assessment.</td>
</tr>
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</table>
### Supplementary Appendix B

**Master File Sheet**

**Harcourt Assessment**

**Master File Sheet**

**District:** YOUR DISTRICT  
**Code:** 1000  
**Contact:** Jane Doe  
**Address:** 1000 E. MAIN STREET  
**TALLAHASSEE**  
**FL 32301**  
**Telephone:** (850) 555-1212

<table>
<thead>
<tr>
<th>Building Number</th>
<th>Building Name</th>
<th>Grade</th>
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<th>Number of Documents</th>
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<tbody>
<tr>
<td>0141</td>
<td>PONCE PRIMARY</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>0041</td>
<td>LEON ELEMENTARY</td>
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<td></td>
<td>02</td>
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**TOTAALS:**

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<tr>
<th>For Scoring Center Use</th>
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<td>123456789</td>
<td></td>
<td>FLRC0</td>
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**Supplementary Appendix D**

**Back Demographic Page of the Stanford-10**