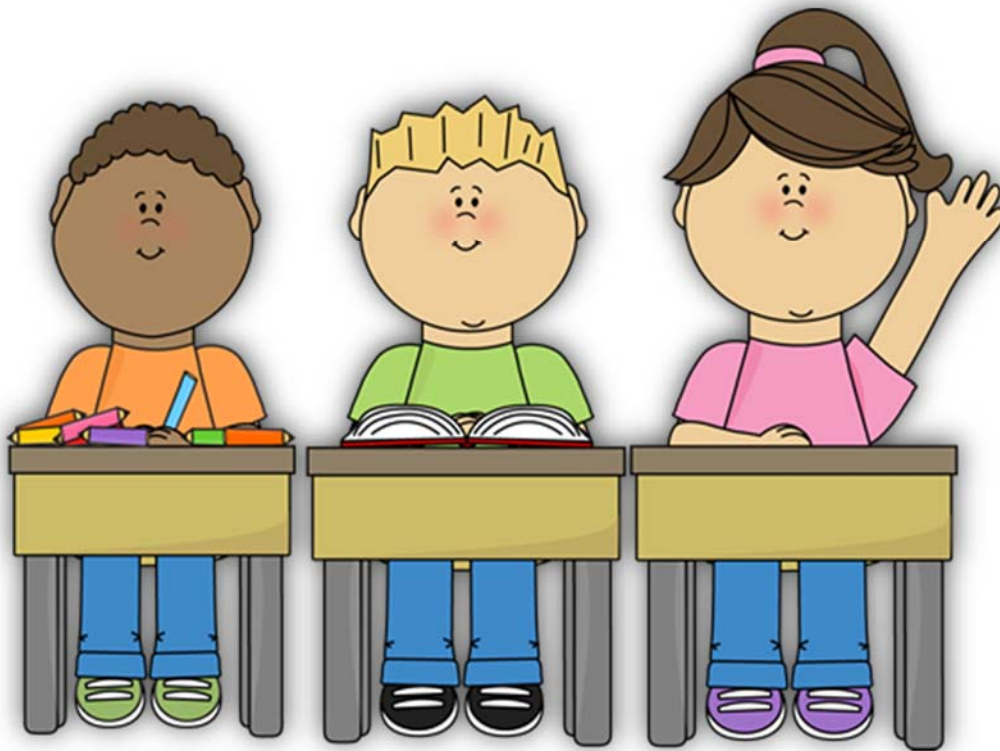


Miami-Dade County Public Schools  
STANFORD ACHIEVEMENT TEST, TENTH EDITION  
**Program Guide for School Assessment Coordinator**



Assessment, Research and Data Analysis  
APRIL 2021

## **Miami-Dade County Public Schools**

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## INTRODUCTION

In the spring of 2021, Miami-Dade County Public Schools (MDCPS) will administer the *Stanford Achievement Test, Tenth Edition* (SAT-10) to all students in kindergarten, 1st and 2nd grade District-wide. During the 2020-2021 school year, students are attending under two modalities: Schoolhouse and My School Online (MSO). This program guide presents the general information necessary to administer the SAT-10, and specific procedures needed to process the test materials.

In 2021, all students in kindergarten will take the SESAT 2 *Sentence Reading* and *Mathematics* subtests. All students in grades 1 and 2 will take the SAT-10 *Reading Comprehension* and *Mathematics Problem Solving* subtests. Students should not be administered any other subtest included in the test booklet, as it will **not** be scored.

The SAT-10 is a District-mandated assessment carried out to obtain District-wide data about student performance. It is a standardized, norm-referenced achievement test that utilizes a multiple-choice format. The test provides achievement data that can be used to compare our students' performance with the performance of students in the nation. It is administered to obtain early measures of students' strengths and weaknesses, prior to the high-stakes assessment of the state-mandated Florida Standards Assessment (FSA). In addition, the SAT-10 is used to identify students eligible for District programs and to gauge the efficacy of District initiatives.

The SAT-10 is a standardized achievement test, which must be administered according to specific requirements, and under strict security guidelines. Training sessions are scheduled to provide the test chairperson at each school with the information they will need to implement the program. In addition, monitors will visit schools prior to the administration window and during test administration to verify that the guidelines are followed to ensure equitable opportunities for all students to demonstrate their knowledge and to provide evidence of appropriate administration practices.

### IMPORTANT UPDATES:

- SAT-10 District Assessment Coordinator – Administrative Record (DAC-AR) Envelope for administrative records and the recording and tracking of secure documents
- Online SAT-10 Accounting form (found on the TDC Documents web page (<http://oada.dadeschools.net/TDC/TDC.asp>))
- Revised packing instructions

**Stanford Achievement Test, 10<sup>th</sup> Edition (SAT-10)**  
**Schedule of Activities**

February 19	Preprinting of SAT-10 student identification Header Sheets by Information Technology Services (ITS). A list of students who enroll after this date must be maintained at the school.
March 15 - 25	Delivery of SAT-10 test materials to schools.
March 22-25	Conduct training sessions for all teachers and school-site staff serving as test administrators or proctors. Letters sent home to parents/guardians.
April 13 -30	Testing window
April 13	Recommended administration of <i>Sentence Reading</i> (Kindergarten) and <i>Reading Comprehension</i> (Grades 1 and 2) subtest to all students attending in the schoolhouse model.
April 14	Recommended administration of <i>Mathematics</i> (Kindergarten) and <i>Mathematics Problem Solving</i> (Grades 1 and 2) subtest to all students attending in the schoolhouse model.
April 15-30	Recommended administration of the SAT-10 to My School Online (MSO) students, Make-up testing, as necessary for any students in the schoolhouse model and students who are visually impaired.
April 16-23	Pick-up of "To Be Scored" materials by TDC.
May 3	Hand deliver any <u>remaining</u> testing materials directly to the Test Distribution Center (TDC) <b>Monday through Thursday by 2:00 pm except for Wednesdays by 1:00 p.m.</b> <i>Schools may return materials ahead of schedule upon assessment completion.</i>
May 7	Deadline for submitting testing irregularities reports to Student Assessment and Educational Testing.

## **STUDENTS TO BE TESTED**

In general, all students in grades K-2 in the District are expected to participate in the SAT-10 test administration. This includes ALL standard curriculum or general education students; ALL English Language Learners (ELLs), regardless of time in an ESOL program; and most students with disabilities.

During the 2020-2021 school year, students are attending under two modalities: Schoolhouse and My School Online (MSO). As a District designated assessment, there is some flexibility in participation for the Spring 2021 administration of the SAT-10. Miami-Dade County Public Schools highly recommends that MSO students participate. However, the decision to participate ultimately rests with the parents and/or guardians.

In addition, students enrolled in the Florida Home Education Program (FHEP) and may participate, as outlined below.

### **Florida Home Education Program Students**

Kindergarten, first and second grade students in the Florida Home Education Program (FHEP) may participate in the SAT-10 administration to the same extent available to Miami-Dade County Public Schools (MDCPS) students.

Registered FHEP students are assigned to local MDCPS sites, must be tested according to the schools' testing schedule, and are to be tested by MDCPS regular classroom teachers in regular classroom settings. It is the responsibility of the parents/guardians of a FHEP student to obtain a letter of admission from the Administrative Director of the Home Education Program, and to present the letter to the assigned school. The parents/guardians are also required to provide all transportation to and from school, to ensure that the student adheres to all school regulations related to the SAT-10 program and to provide a self-addressed stamped envelope for each FHEP student so that the results may be sent home (forward all envelopes to the Home Education Office, mail code 8015, to the attention of the Home Education Registrar).

The ID Header Sheets for Florida Home Education Program students must be bubbled with school location 8015 so that their scores are not included with MDCPS school or summary reports. Schools will be notified prior to the SAT-10 assessment if any FHEP students will be testing at the school site.

### **Special Populations**

<b>Special School Populations</b>	<b>Location Number</b>
Florida Home Education Program	8015

## **Accommodations**

### ***Test Accommodations for ELLs***

An ELL student may be eligible for an accommodation regardless of his/her current ESOL level or time spent in the ESOL program. Determination of the appropriate accommodation for an ELL student should be made by the student's ESOL teacher and should be based on the student's individual needs. Accommodations **must** be provided if a student is determined to need them. The ID Header Sheet for a student who received any test accommodation(s) must be hand-bubbled with the appropriate accommodation code in the field entitled "OTHER INFORMATION."

The following test accommodations are permitted for all ELLs as determined by the ESOL teacher based on each student's individual needs.

1. **Flexible Setting:** ELLs may be offered the opportunity to be tested in a separate room with an ESOL or heritage language teacher acting as the test administrator. The parents/guardians must be informed of this option and asked for their preference in the test administration setting.
2. **Flexible Scheduling:** Students may take the test during several brief sessions within one school day. The test may be administered at a time of day that is most beneficial to the students.
3. **Assistance in the Heritage Language:** The ESOL teacher may answer questions about the general test directions in a way that the students will not be led to infer the correct answer to any of the questions. The teacher is prohibited from reading words to the students from the passages and test items, and from answering questions about the passages or test items.
4. **Dictionary:** Students may have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to ELLs in an instructional setting. However, **a dictionary providing definitions written exclusively in the heritage language or in English may not be provided.** Please note that if a student does not use a dictionary in the regular instructional setting, they should not use them during a testing session as it will only serve as a distraction.



## ***Test Accommodations for Students with Disabilities and Section 504 Students***

Students with disabilities shall participate in the SAT-10 administration according to guidelines established in their current Individual Education Plan (IEP) or Section 504 Accommodation Plan. Accommodations must be determined individually and reflect practices typically used by the student during classroom instruction and assessments. If a student receives an accommodation, the appropriate accommodation code on the ID Header Sheet must be selected.

The following test accommodations are permitted for students with disabilities and Section 504 students, if specified in the current IEP or 504 Accommodation Plan.

1. **Flexible Setting:** Students may take the test individually or in a small-group setting, under a proctor's supervision. Lighting, acoustics, modified or special furniture, and distraction-free locations are to be considered for flexible setting situations.
2. **Flexible Scheduling:** Students may take a test session during several brief sittings within one school day. The test may be administered at a time of day that is most beneficial to the students.
3. **Recording of Answers:** Students may mark answers in the test books or indicate the selected answers to a proctor.
4. **Flexible Presentation:** Students may use a magnifying device, a pointer, a non-calibrated ruler or template, or other similar devices to assist in maintaining visual attention to the test booklet.

Please note that Oral Presentation is NOT an allowable accommodation with the SAT-10 Reading Comprehension subtest for students in grade 1-2. The test administration manual indicates in bold print the sections and items the test administrator must read to the students.

5. **Special or Alternative Format:** Students may be tested by one of the following methods.
  - a. **Visual Reading:** Students may be tested with large print materials in Grades K - 2. These materials may be requested from TDC.
  - b. **Tactile Reading:** Students may be tested with materials that have been transformed to Braille code. These materials are to be provided for students who meet eligibility for the visually impaired program. Braille is only available for Grade 2 students.
  - c. **Sign Language Presentations:** The test administrator may sign directions and mathematics items to eligible students. This accommodation may be provided to students who meet the eligibility for the deaf or hard of hearing program.

### ***Exemption for Students with Disabilities***

The participation of a student with a disability is determined at the Individual Educational Plan (IEP) meeting and is recorded on a current IEP. **Any student with a disability whose IEP specifies that the student is exempt from participating in the SAT-10 may be assessed with an alternate assessment procedure.** For specific questions regarding ESE alternate assessment procedures, please contact the Division of Special Education, at 305-995-1721. Any changes on the IEP must be accomplished according to the procedures delineated in the Miami-Dade County Public Schools' *Policies and Procedures for Specially Designed Instruction and Related Services for Exceptional Students* manual.

### **NOTIFICATION OF PARENTS AND GUARDIANS**

Parents/Guardians must be informed that their child will be participating in the April 2021 SAT-10. Sample letters in English, Haitian-Creole, and Spanish are provided in Appendix A and should be sent to all parents of K-2 students. The letters highlight the importance of the SAT-10 results. Results from this assessment may be used to strengthen student's skills, to provide appropriate support services and may also serve as a screener to identify students who may be eligible for the District's Plan B Gifted Program. Schools may print these letters on school letter head. Parents should be notified of their child's participation **March 22-25, 2021.**

### **PREPARING FOR TESTING**

The SAT-10 measures general instructional objectives that are part of the curriculum usually taught throughout the year at each grade level. To ensure that preparation is not given on the specific content appearing on the test, all guidelines from the document entitled *Miami-Dade County Public Schools: Standards, Guidelines and Procedures for Test Administration and Test Security* must be strictly enforced, including the following:

- **DO NOT copy test books, ID Header Sheets, or test administration manuals.**
- **School personnel are prohibited from reviewing or discussing the actual test items before, during, or after the test administration.**
- **DO NOT allow students to review actual test items before or after the test administration.**
- **Teachers must not review items, problems, passages, or responses with students after testing.**

Teaching test-taking skills is both an acceptable and desirable practice, as long as it does not disrupt the ongoing instructional program. It is recommended that instruction on test taking skills be provided throughout the year and that review of these skills be limited to one or two days before testing. Minimally, test-taking skills include:

- Entering single, readable markings: Students need to learn to routinely check to avoid double marks, to fully erase markings they wish to change, and to make sufficiently dark markings with a #2 pencil.
- Using time efficiently: Students need to learn to avoid spending too much time on any given question by pacing themselves and by skipping questions that they find very difficult.
- Answering multiple-choice questions: Students need to learn to select the best (most complete and most precise) answer from the choices given.
- Making educated guesses: Students need to learn to eliminate answers that are “obviously” wrong and then take an educated guess.
- Using cues in order to find answers in reading questions: Students need to learn to routinely use a variety of cues to assist them in comprehending reading selections and in finding the answers to specific questions.
- Using word problems strategies: Students need to learn to convert word problems into a workable format and to change them into number sentences.
- Practice Tests: All students in grades K-2 should be administered the practice tests for students to familiarize themselves with the test format. Used practice test may be sent home with the student and any unused must be returned to TDC.

### **Considerations for Testing**

All students in the Schoolhouse model should be scheduled using normal scheduling practices while following the CDC safety guidelines on social distancing and testing rooms. Students in the MSO model should be scheduled during the extended testing window. Please refer to the document *Guidance for Testing in Stage 2, Spring 2021* which may be found on our website listed under <http://oada.dadeschools.net/TestChairinfo/InfoForTestChair.asp>. The following considerations are highlighted in the above document and should be reviewed when scheduling MSO students:

- Students should be advised of the scheduled test day and time.
- Flexibility may include administering two sessions in one day (both Reading and Mathematics) if feasible.
- Flexibility in scheduling may include testing after school or on Saturdays. Please note that schools must submit a written plan to our office for anything other than a traditional school day administration.
  - Schools must provide funding to cover the cost of testing on a non-traditional school day.

## **Best Practices for Schoolhouse Testing**

Schools should take all necessary precautions to provide a safe environment for testing. The guidance below is a summary of best practices before, during and after testing.

- MSO students should utilize separate facilities to the extent possible, including a designated entrance, designated rooms, as feasible
- Testing rooms should be sanitized, desks, door handles, etc. between use.
- Verify availability of a sufficient number of test administrators/proctors.
- Gloves should be used in the distribution/retrieval of paper testing materials.
- Students must bring their own #2 pencils or schools must have sufficient number of pencils so that they need not be returned (or disinfect after use).
- Seating charts must be maintained for contact tracing, if needed.

## **Training of Test Administrators and Proctors**

Prior to the administration of the test, review and become familiar with this guide and with the Stanford testing materials including the *Directions for Administering* (SESAT 2 for kindergarten, Primary 1 for grade 1, and Primary 2 for grade 2). Review the *Responsibilities of the Test Chairperson* (Appendix B) as a step-by-step guide to ensure all procedures are followed for the SAT-10 administration.

Conduct training sessions for all test administrators and proctors. The training should include a review of the following:

- Identifying who to test and who to exempt
- School's testing schedule
- Administration procedures, including
  - Test room conditions
  - Students who arrive late
  - Clarifying directions
  - Appropriate testing times
  - Providing accommodations
  - Test invalidation
  - Preparing to package and return of testing materials.
- *Standard: Roles and Responsibilities for Implementing Testing Programs at School Sites* (Appendix C).
- Administration directions that are contained in the *Directions for Administering*.
- District's *General Testing Security Guidelines* (Appendix D).
- *Responsibilities of the Test Administrator* (Appendix E).

## **Receiving and Preparing Materials for Testing**

When the SAT-10 test materials are received by the schools, they must be inventoried within 24 hours to ensure that all shipped materials were received. As with all secure materials, SAT-10 materials must be stored in a secure access-restricted location at the school. Test materials include: Test books, ID Header Sheets, administration manuals, and paper rulers. Discrepancies must be reported to TDC via the SAT-10 Inventory Discrepancy form, located on the TDC Document web page, within 24 hours of receipt of materials.

### ***Requesting Additional Materials***

Should you need to request additional testing materials, please submit the request electronically on TDC's web page at <http://oada.dadeschools.net/TDC/TDC.asp>.

### ***Test books***

The SAT-10 test books are copyrighted materials. The test book (used or unused) is a secure document. **Hand print** the following information on the top two lines on the back of each student's test booklet; all other spaces may be left blank (see Appendix F).

- Student's Name.
- Teacher's Name (test administrator).
- School's Name.

It is **not** necessary to bubble the student's name or any other identifying information on the back of the test booklet, as complete identification information is recorded on the ID Header Sheet.

### ***ID Header Sheets***

Students who are enrolled at a school on or before **February 19, 2021** will be provided with preprinted ID Header Sheets, with all available student information. If a student does not have a preprinted ID Header Sheet, the following information must be hand-gridded onto a blank header sheet using a #2 black lead pencil, as illustrated on the sample form in Appendix F.

- Student name (last name, first name, and middle initial).
- Student MDCPS ID number (7 digits).
- School location number (4 digits) and current grade.

There is only one form of the test; therefore, the "FORM" field on the ID Header Sheet is to be left blank.

**Documenting Absences, Invalidations, or Accommodations**

If a subtest was invalidated, or the student received test accommodation(s), the applicable code needs to be documented on both the SAT-10 Testing Roster (template available on the TDC Documents web page) and hand-bubbled in the “OTHER INFORMATION” field on the ID Header Sheet. Hand bubble the appropriate code listed in the table below to indicate which subtest(s) were involved, and whether the student received accommodations, or had a subtest invalidated. These codes are also listed on the Testing Roster, see page 14.

**“OTHER INFORMATION” Field Coding for  
Absences, Invalidations, or Accommodations**

<b>Subtest</b>	<b>Absence</b>	<b>Invalidation Code</b>	<b>Accommodation Code</b> <b>(Do not use an accommodation code if invalidating any subtests)</b>
<i>Sentence Reading</i> (Grade K) <i>Reading Comprehension</i> (Grades 1 and 2)	Document on Roster	6	9
<i>Mathematics</i> (Grade K) <i>Mathematics Problem Solving</i> (Grades 1 and 2)	Document on Roster	4	8
All Applicable Subtests	Document on Roster	Document on Roster	7

Please note that individual codes are not available for each of the specific accommodations listed on pages 4-5. The accommodation codes only indicate that one or more accommodation was provided.

**Documenting Exemptions**

The “Exempt” columns on the SAT-10 Testing Roster (template available on the TDC Documents web page) will be used to record IEP and 504 testing exemptions as follows:

- If a student is exempt from testing, as documented on his/her IEP due to disability, place an “X” or a “√ ” in the IEP sub-column.
- When a student is present during the administration of the SAT-10, but cannot participate in the testing program because of a temporary disability (e.g., broken arm) or temporary emotional problem (e.g., recent death in the family), place an “X” or a “√ ” in the 504/T sub-column.

## ***Distribution and Tracking of Materials***

The SAT-10 test books and test administration manuals are considered secure materials but do not include security numbers. However, test chairpersons are required to account for the number of test books and test administration manuals distributed to each test administrator. The *Teacher Count Sheet* provided in Appendix F should be used for each test session to account for materials.

Test administrators are responsible for signing out and counting the number of test books and test administration manuals assigned to them for use. When test administrators complete a test session, they must return all assigned test materials to the test chairperson. The test chairperson is then responsible for counting the materials and verifying that the assigned amount is returned after each day of testing.

## **ADMINISTERING THE TEST**

### **Recommended Time of Day to Test**

Morning administrations are strongly recommended. Research indicates that test takers tend to perform better in the morning hours prior to lunch. In order to maximize test security and ensure the validity of the test results, it is strongly recommended that all students be tested at the same time of the day (e.g., starting at 8:30 a.m.) rather than spreading the testing sessions over the course of the day.

### **Test Timing**

The times provided for the SAT-10 are approximate administration times only. Accordingly, students who need additional time to complete the assessment should be allowed to complete the test. Accommodations apply to ESE and ELLs as determined appropriate.

Each subtest administration will require approximately 10 minutes in addition to the approximate administration time, as indicated on the following table. This allows time to hand out and collect the testing materials, read the test directions, and go over the sample items that are part of the test administration script.

<b>Grade(s)</b>	<b>Subtests</b>	<b>Approximate Preparation Time</b>	<b>Approximate Administration Time</b>
K	<b><i>Sentence Reading</i></b>	10 minutes	30 minutes
K	<b><i>Mathematics</i></b>	10 minutes	30 minutes*
1 and 2	<b><i>Reading Comprehension</i></b>	10 minutes	40 minutes
1 and 2	<b><i>Mathematics Problem Solving</i></b>	10 minutes	50 minutes*

\*The *Mathematics* and *Mathematics Problem Solving* subtest is dictated to the students.

## **Materials Required for Test Administration**

Test chairpersons should ensure that test administrators have the following materials available for administration of the SAT-10.

1. **SAT-10 Testing Roster.** All administrations, whether initial session or make-up session, must be recorded on and SAT-10 Testing Roster, available of the TDC Document web page. Note that there are several templates available for your convenience:
  - a. PDF format (print and hand-fill).
  - b. Excel Single Sheet Version (allows copy, paste “VALUES” up to 25 students).
  - c. Excel Multiple Sheet version (allows copy, paste “VALUES” up to 1008 students to accommodate all three grade levels at once).
2. **Test Booklet and ID Header Sheet.** The student’s ID Header Sheet will be placed on top of the bubble grid face of the test booklet after testing is completed to allow for the matching of a student and his/her test booklet.
3. **# 2 black lead pencils.**
4. **Scratch Paper.** Several sheets should be provided to each student in **(Grades K-2)** for the mathematics subtest. Please discard at the school site once results are made available. Do not return with testing materials.
5. **Centimeter/Inch Ruler.** District-supplied rulers should be available for each student in **(Grades K-2)** for **all** subtests as noted below:

<b>Grade</b>	<b><i>Sentence Reading</i></b>	<b><i>Mathematics</i></b>
	<b><i>Reading Comprehension</i></b>	<b><i>Mathematics: Problem Solving</i></b>
Kindergarten	as a marker	as a marker
Grade 1	as a marker	as a ruler
Grade 2	as a marker	as a ruler

6. **Script for Administering the Test.** Each test administrator must use the administration script in the *Directions for Administering Local Scan Test books SESAT 2, Primary 1 Directions for Administering Stanford Select* and the *Primary 2 Directions for Administering Stanford Select*.
7. **Do Not Disturb Sign.** Duplicate the sign provided in Appendix F. Place the sign on the entry door(s) of each testing room.



## Tests to Administer


<b>Grade</b>	<b>Subtest</b>	<b>Start Page</b>	<b>Icon</b>
<b>K</b>	<i>*Sentence Reading</i>	Pg. 27	Crayons
	<i>Mathematics</i>	Pg. 41	Number Blocks
<b>1</b>	<i>Reading Comprehension</i>	Pg. 2	Book
	<i>Mathematics Problem Solving</i>	Pg. 14	Ruler
<b>2</b>	<i>Reading Comprehension</i>	Pg. 3	Book
	<i>Mathematics Problem Solving</i>	Pg. 22	Ruler

\*Please remember that kindergarten students are **not** to complete the *Sounds and Letters* or *Word Reading* subtests.

## Directions For Administration

### **SAT-10 Testing Roster**

Each testing session, whether an initial administration or a Make-up session, must have an SAT-10 Testing Roster. Templates are available on the TDC Documents webpage as fillable forms, however, a school-designed form will be accepted as long as it captures the following *required* information (Student ID, Student Name, Grade, Withdrawn status, Attendance, Accommodations, Invalidations and/or Exempt status). Below is a sample of the fillable roster provided on the TDC Documents web page:

 <b>SAT-10 TESTING ROSTER</b>													
Teacher Name:				Test Date:									
School Name				Location #:									
Room #:				Page:			of						
<b>DIRECTIONS for COMPLETING THE ROSTER:</b>													
1. Use the same roster for both days of testing (Reading and Mathematics).													
2. Fill in the applicable codes for Absent, Accommodations and Invalidations AND bubble the same code on the Student ID Header Sheet for corresponding students.													
3. In the "Exempt" Column, mark any student who's IEP/504 exempts him/her from testing. *													
4. In the "Withdrawn" column, mark any students who have withdrawn from your school. *													
<i>Paste "Values Only" to preserve formatting.</i>				Attendance		Accommodations			Invalidations			Exempt	Withdrawn
Student ID	Student Name	Grade	R	M	R	M	All	R	M	All			
1			5	3	9	8	7	6	4	2			
2													
3													

Note that the following scenarios must be bubbled on the student ID Header Sheets, as illustrated on page 10, using the codes indicated on the SAT-10 Testing Roster:

Scenario as recorded on SAT-10 Roster	Code to bubble on the "Other Information" field of the ID Header Sheet
Student has accommodations for Reading	9
Student has accommodations for Mathematics	8
Student has accommodations for Reading and Mathematics	7
Student's Reading section was Invalidated	6
Student's Mathematics section was Invalidated	4

### **General Information About Answer Documents**

Student identification information is recorded on a scannable ID Header Sheet and the student responses are marked directly on the test booklet. Students may underline key word or phrases so long as it does not interfere with their correct answer choice. Every student tested will have a set of test materials: one ID Header Sheet and one test booklet when testing materials are returned.

## ***Test Room Conditions***

The test must be administered in a room that allows for comfortable seating, good lighting, and freedom from distractions. Classroom materials that might provide clues to students (e.g., word lists, reading strategies) must be removed or covered. The student's writing space should be large enough to accommodate the test booklet. The use of lap boards is not recommended.

## ***Clarifying Directions***

Although directions must be read exactly as stated in the script, directions may be clarified. Assistance may be given as long as it is limited to explaining the marking of answers, following directions, and finding the right place in the test books. Directions for the test must be given in the English language. The only exception is that the ESOL teacher may answer questions about the general test directions in a way that the students will not be led to infer the correct answer to any of the questions.

## ***Administering the Mathematics and Mathematics Problem Solving Subtest***

Each question must be read in the English language to students. Test questions are printed in boldface and must be read as they are written using a natural tone. Test administrators must not alter the administration scripts. ELL and SPED students may have problems reread to them, **but** only if needed. As directed, general education students in grades K-2 should only have math questions read once.

## ***Guessing***

Encourage students to attempt all items but avoid using the term "guessing" as this may encourage random marking. Instead say, "Try to answer all of the questions," or "Do your best."

## ***Coaching***

Test administrators may **not** provide students with assistance that will inadvertently indicate the correct answer to an item.

## **ABSENCES AND INVALIDATIONS**

### **Students Who Are Absent**

If a student is absent during the testing window, the school must record the absence on the *SAT-10 Testing Roster* form, available at the TDC Documents web page (see Appendix F). Provisions should be made for make-up testing during the testing window and all administrations. As previously stated, note that all administrations, whether an initial session or a make-up session, must have an *SAT-10 Testing Roster*. ID Student Headers should not be returned for students who are absent for both the Reading and Mathematics sessions. Schools will securely destroy these documents on site.

## My School Online (MSO) Students who do not Report for Testing -

Revised

MSO Students who do not report for testing are to be reported as “Absent” on the SAT-10 Testing Roster. As instructed, for all other spring assessments, schools must maintain documentation (e.g. conversation logs and/or parent email/letter) of the MSO students that will not report for testing.

### Students Who Arrive Late

Students who attempt to enter the classroom after the actual testing has begun should be instructed to return to the school office. Tardy students should be scheduled for a make-up session.

### Withdrawals and Transfers

Pre-gridded ID Header Sheets for students who have withdrawn from or transferred out of your school, should be retained and securely destroyed on site. ID Header Sheets and test books for students who have withdrawn from school after having completed one subtest should be submitted with the “To Be Scored” test books. No absence code should be recorded on the student’s header sheet for any subtest that was not administered at the school.

### Test Invalidation

Circumstances may occasionally require invalidation of one or both subtests of a student’s test or for an entire group of students. Based on professional judgment, invalid testing may include, but is not limited to the following:

- A student becomes ill or leaves the room during testing,
- A student fails to follow instructions (e.g., refuses to mark responses),
- A student exhibits behavior that disrupts other students,
- A student is observed giving or receiving assistance,
- An error occurs in the actual test administration, or
- A disturbance or distraction occurs that could affect scores.

The school must record any invalidation on the *SAT-10 Testing Roster* form, available at the TDC Documents web page (see Appendix F). Additionally, the ID Header Sheet must be hand-bubbled with an invalidation code in the field entitled “OTHER INFORMATION,” as noted previously.

If all applicable subtests are invalidated, place both the Student ID Header and the test book in Box #1 of the “Not To Be Scored” materials. Record all invalidations on the SAT-10 Testing Roster.

For any administration irregularities that could affect the validity of students’ scores, please contact the District office of Student Assessment and Educational Testing (SAET) to discuss the situation. SAET staff will advise the school of the appropriate action. **Group invalidations** must be reported immediately to SAET, followed within five days by a detailed written account of the circumstances directed to the District Director of Student Assessment and Educational Testing. Furthermore, it is your responsibility to maintain an internal record of the event(s) that lead to the invalidation.

## DAMAGED TEST BOOKS

There are occasions when a test booklet is damaged (e.g., torn, or soiled). When this occurs, the test administrator should do the following:

1. Transfer all student identification and student responses onto a new test booklet.
2. Write “Damaged” across the front of the damaged test booklet.
3. Verify that all transferred information has been correctly gridded and submit the replacement test booklet with the other “To Be Scored” test books for scoring.
4. Place the damaged test booklet in Box #1 of the “Not To Be Scored” materials for return to the TDC.

## PACKAGING AND RETURNING TESTING MATERIALS –

Due to the extended window, TDC will schedule a pickup for all “To Be Scored” documents from April 16-23, 2021. Schools will be notified of the specific date. Students may be administered the SAT-10 through April 30, 2021. Therefore, School Assessment Coordinators should only return documents for students who have completed all subtest up to the day of the scheduled pickup, unless the school has completed testing of all students; in which case all materials can be prepared and returned to TDC via the scheduled pickup. If returning only TBS materials via the pickup, all remaining test materials are to be kept in secure storage and hand delivered to TDC on or before April 30, 2021.

All testing materials **except** the **centimeter/inch rulers**, **used practice test**, and **scratch paper** must be returned to the TDC. The rulers may be used for classroom instruction. The scratch paper should be securely destroyed at the school site after scores are released. **When preparing test books to be returned, please make sure to remove all paper rulers, scratch paper, and/or post-it notes from the test books as these will create scanning and scoring errors.**

### Preparing Test Books and ID Header Sheets for Return

#### To Be Scored Test Documents

- Assemble “sets” of student test documents by grade, placing each student’s ID Header Sheet on top of the grid side of his/her test booklet. These will be returned with the “To Be Scored” documents.
- Check to see that the ID Header Sheet is on top of the grid face of each student’s test booklet and ensure that it is the correct ID Header Sheet for the test booklet. Align the black timing marks to ensure that all test books and ID Headers are facing the same direction.

#### Packing and Returning “To Be Scored” Documents –

The online SAT-10 Accounting worksheet, *found on the ACCOUNTING FORMS for all ASSESSMENT PROGRAMS* workbook, located on the TDC Documents web page, will be used to account for the return of **all** materials. Please be advised that a completed and signed SAT Accounting worksheet must be included for each material return. The form has

been adapted to enable to the reporting of a partial material return and then a final return. For partial returns, the completed and signed Accounting Form is to be included in Box #1 as the first accessible document when the box is opened (it will be the last document to be packed on top of ALL TBS materials in box #1). ***SAVE a copy of your partially completed Accounting Form to your computer, as you will need to access it and complete the "FINAL RETURN" portion when returning the balance of your materials.***

The final returns will require that the final copy of the Accounting Form, documenting the balance of all materials being returned; thereby accounting for ALL materials either picked or hand delivered to TDC. This final copy of the Accounting Form is to be included in the DAC-AR.

- **Florida Home Education Program (8015)**

If Florida Home Education Program students were tested, package their ID Header Sheets and test books in a manila envelope and label the envelope "Florida Home Education or Miami-Dade Online Academy." Place this envelope in the "To be Scored" box.

- **To Be Scored Test Documents-** Stack the "To Be Scored" tests materials sets (test booklet and ID Header Sheet) by grade level. Pack material in order: Kindergarten (first to be packed - bottom of the box), Grade 1 (second to be packed), and grade 2 (last to be packed - top of the box).

***NOTE: All hand-bubbled sets should be placed at the top of each respective grade level.***

- Count the total number of boxes and label each box using the printable green label available at the TDC Documents web page. Make sure to account for all boxes by completing the "Total Box Count   #   of   #   (e.g.,   1   of   3  ,   2   of   3  ,   3   of   3  ).

### **Packing and Returning Special Documents (Large Print & Braille)**

#### **"To Be Scored" and "Not To Be Scored"**

- Use the same Envelope or box in which the materials were received to return these documents. Ensure that all items are returned (signed and dated Packing List, Large Print/Braille books, DFAs, and Regular Print books). Use the printable pink label available at the TDC Documents web page.

## **IMPORTANT**

**Remember to remove all scratch paper, rulers and post-it notes from all books.**

# PACKING INSTRUCTIONS FOR SAT-10

## “To Be Scored” and “NOT To Be Scored” DOCUMENTS and DAC-AR ENVELOPE

### “TO BE SCORED”



#### SPECIAL PROGRAMS—TEST BOOKS/ID HEADER SHEETS

Pack Special Programs ID Header Sheets and Test Books in an envelope and include the envelope in your To Be Scored box(es).

- Florida Home Education (ID Headers coded school number 8015)
- Miami-Dade Online Academy (ID Headers coded school number 7001)



#### TEST BOOKS/ID HEADER SHEETS

- Arrange ID Headers and Test Books in student sets, **by grade level**, with ID Header sheet on top of the grid side of the student’s Test Book.
- Ensure that the names on both the ID Header and the Test Book are the same.
- Align the black timing marks/dashes to ensure that all Test Books and ID Header Sheets are facing the same direction.



#### PREPARE YOUR “TO BE SCORED” BOX(ES) FOR RETURN TO TDC

- In order to facilitate processing and scoring, pack materials in the following order:
  - Kindergarten (first to be packed/bottom of the box)
  - Grade 1 (second to be packed)
  - Grade 2 (third to be packed)
  - Special Programs Envelope (last to be packed/top of the box)

Complete, print and tape the GREEN TBS label (at TDC Docs web page).



#### SPECIAL DOCUMENTS (“TO BE SCORED” & “NOT TO BE SCORED”)

- Use the same Envelope or Box, in which materials were received, to return documents.
- Signed and Dated Special Documents Packing List.
- Ensure that ALL items received are returned (Large Print/Braille books, DFAs and Regular Print books) as well as the Student ID Header.



Complete, print and tape the PINK SD label (at TDC Docs web page).

## **Packaging and Returning “Not To Be Scored” Documents**

Review the illustrated packing instructions for SAT-10 “Not To Be Scored” materials located on page 21. Package all “Not To Be Scored” documents by grade using the box(es) in which the materials were received. Materials should be packed from top to bottom in the following order:

- Unused test books and unused practice tests.
- Unused ID Header Sheets (blank, damaged).
- Damaged test books (write “DAMAGED” across the book).
- If BOTH subtests have been invalidated, Test books and ID Header Sheets.
- Directions for Administering SESAT 2, Primary 1 and Primary 2, as well as Directions for Administering the Practice Test for Grades K-2.
- Count the total number of boxes and label each box using the printable dark red label available at the TDC Documents web page. Make sure to account for all boxes by completing the “Total Box Count   #   of   #   (e.g.,   1   of   3  ,   2   of   3  ,   3   of   3  ).

## **Packing and Returning the SAT-10 DAC-AR Envelope**

- **Completed Forms**
  - SAT-10 Testing Roster(s) (template available online at the TDC Document web page)
  - *SAT-10 Packing List* received with the initial shipment (signed and dated)
  - *SAT-10 Accounting Form* (complete online and print two copies – one for your records for each return)
  - *School Procedural Checklist*
  - *Teacher Count Sheets*
- **Complete, print and securely tape the printable DAC-AR label available at the TDC Documents web page.**

**FINAL RETURNS: Hand-deliver all testing materials to TDC (13135 SW 26 St, Miami, FL 33175)**

1. “To Be Scored”
2. “Not To Be Scored”
3. SAT-10 DAC-AR Envelope
4. Special Documents (if applicable)

**TDC HOURS OF RETURN: Monday - Thursday 8:00 am – 2:00 pm (Wednesdays 8:00 am – 1:00 pm).**

*REMINDER: Please refrain from taking secure materials home. All testing materials must be securely stored at the school site until returned to TDC.*



# “NOT TO BE SCORED”



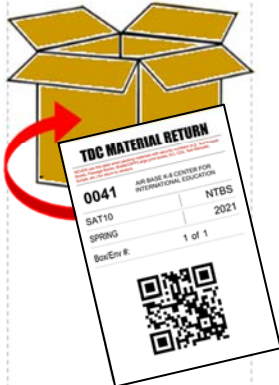
## SECURE TESTING MATERIALS

- Unused Test Books
- Damaged Test Books (write “DAMAGED” across the book)
- Test books with BOTH invalidated subtests
- Directions for Administering (SESAT 2 and Primary 1 & 2)



## ADDITIONAL TESTING MATERIALS

- Unused ID Header Sheets (blank or damaged)
- ID Header Sheets for absent, invalidated (all subtests) or withdrawn students
- Unused Practice Test
- Practice Test Directions for Administering (SESAT 2 and Primary 1 & 2)



## PREPARE YOUR “NOT TO BE SCORED” BOX FOR RETURN TO TDC

*DO NOT include “To Be Scored” materials in this box.*

- Pack the Secure Testing Materials listed above
- Pack the Additional Testing Materials listed above

Complete, print and tape the RED NTBS label (at TDC Docs web page).

## SAT-10 DAC-AR ENVELOPE



*Do not place in TBS or NTBS box(es); hand-deliver the envelope when returning boxes.*

- Signed and dated SAT-10 Packing List (sent in your initial shipment)
- Completed and signed SAT-10 Accounting Form (TDC Documents web page)
- Completed and signed SAT-10 Testing Roster (TDC Documents web page)
- School Procedural Checklist
- Teacher Count Sheets



Complete, print and tape the YELLOW DAC-AR label (at TDC Docs web page).

## REPORTING OF RESULTS

### Report Production Schedule

SAT-10 reports are provided once all answer documents have been scanned. Following are the projected dates for the release of SAT-10 data reports:

May 2021	Student Listing of Results (Grade 2 only)
June/July	District and School Summaries posted to ARDA Website
	Student Listing of Results (Grades K and 1)
August/September	Individual Student Reports

The Student Listings of Results should be checked to determine if any students who were tested have missing scores. Missing scores should be reported immediately to Student Assessment and Educational Testing using form 7167, available at <http://forms.dadeschools.net/webpdf/7167.pdf>

The SAT-10 reports identified above are sent to each school principal; these reports are the only copies available. **Duplicate copies are not produced.** It is advised that test score printouts be secured in a permanent file as individual student test results are confidential information to be accessed ONLY by the individual student, his/her parents/guardians, and appropriate school professionals. Schools may also access and download students' scores using the Student Performance Indicators site on the District's intranet. District and school summary scores are based only on valid student scores.

SAT-10 results are posted on the Parent Portal as soon as they are available.

## **APPENDIX A: SAMPLE LETTER TO PARENTS/GUARDIANS**

- **ENGLISH VERSION**

## SAMPLE PARENT/GUARDIAN LETTER

### (ENGLISH VERSION)

Dear Parents/Guardians:

During the month of April, your son or daughter will take the Stanford Achievement Test, Tenth Edition (SAT-10). The SAT-10 is a standardized test given in the Miami-Dade County Public Schools to measure your child's achievement in reading and mathematics. Teachers use the results to plan units and lessons that strengthen students' skills, and to make sure that your child receives appropriate support and services. In addition, the SAT-10 is used to identify students eligible for District programs and to gauge the efficacy of District initiatives.

This year, the SAT-10 testing window is April 13-30, 2021. Your child's school is taking all necessary precautions to provide a safe environment for this test. It is important for your child to be present. All students attending in person will participate, and all students learning online are strongly encouraged to return to the school for this important test. Even so, the decision to return to the school for the test ultimately rests with the parents and/or guardians; the District will honor a family's decision to choose not to send their child to school to take the SAT-10 if they are engaged in distance learning due to COVID-19.

**Individual Student Reports will be provided in the fall of 2021-2022 school year. SAT-10 results are also posted on the Parent Portal as soon as they are available.**

Thank you for your cooperation. If you have any questions, please contact the school.

Sincerely,

## APPENDIX B: RESPONSIBILITIES OF THE SCHOOL ASSESSMENT COORDINATOR

### School Assessment Coordinator Responsibilities Prior To Testing

**Identify students who enroll on or after February 19, 2021.**

Upon receipt of test materials determine if all the boxes in the shipment were received.

Locate the packing list in the box labeled "PACKING LIST ENCLOSED." Check the packing list against the actual number of materials received. Immediately report discrepancies via the SAT-10 Inventory Discrepancy form located at the TDC Documents web page.

Confirm that you have received enough materials to test all eligible students. Additional materials may be ordered online through the TDC Documents webpage.

Save boxes for returning materials.

Store all test materials in a secure, access-restricted location.

Work with other school personnel to review student IEPs, Section 504 plans and ELL plans to determine students in need of accommodations and make necessary arrangements.

Identify students with disabilities who are exempted from testing. (Disability documented on IEP or temporary disability).

Make testing room arrangements and determine the number of proctors needed.

Coordinate and send out letters informing parents of the SAT-10 testing.

Train test administrators and proctors.

Sort test materials to correspond to the school's testing arrangement.

Print the name of the student, school, and teacher on the back of the "To Be Scored" test books. Do **not** grid in the student demographic information section on the test booklet.

Ensure that enough scratch paper and sharpened #2 pencils are available.

Prepare *Teacher Count Sheet* for each day of testing.

## **During Testing**

Distribute testing materials directly to each test administrator each morning of the test.

Ensure that testing rooms are as free from disturbance as possible. Bells should not be rung; access to the intercom should be limited; and access to classrooms should be restricted.

Ensure that testing rooms have a controlled environment (lighting, temperature, and seating).

Post *Do Not Disturb* signs in conspicuous places to help minimize interruptions.

Seating should be adequately spaced and arranged to discourage cheating.

Proctors should assist the test administrator before, during, and after the test administration.

Supervise test administration and be available to answer questions as they arise.

Report any testing irregularities as per instructions in *MDCPS Standards, Guidelines and Procedures for Test Administration and Test Security*.

## **Following Each Test Session**

Complete the *Teacher Count Sheet* as materials are returned.

Count all test materials to ensure that **all** materials have been returned from each test administrator.

Identify students who were absent and schedule them for make-up.

Secure testing materials in a locked storage area.

Call SAET if materials are lost, testing irregularities occur, or if you encounter any problems.

## **Following the Completion of all Testing**

Collect all testing materials.

Account for all test books (used and unused).

**IMPORTANT — Remove all paper rulers, scratch paper and post-it notes from test books.**

Place students' completed ID Header Sheets on top of the grid side of the student's used test books.

Prepare documents for return as specified beginning on page 15.

Package all documents in the boxes in which the materials were received. These boxes are labeled "Stanford Test."

Return all "To Be Scored," "Not To Be Scored," Special Documents (if applicable) and the SAT-10 DAC-AR Envelope according to the provided instructions and schedules.

By **May 7, 2021**, submit a written account of any missing test books and/or testing irregularities violations to the District Director of Student Assessment and Educational Testing, with a copy to the regional superintendent, stating the circumstances and steps taken to guard against reoccurrence.

Maintain copies of the completed *SAT-10 Testing Roster(s)*, *Teacher Count Sheet*, *SAT-10 Accounting sheet*, from the Accounting Forms for all ASSESSMENT PROGRAMS document located at the TDC Documents web page, for your records for a period of one year.

## **APPENDIX C: STANDARD: ROLES AND RESPONSIBILITIES FOR IMPLEMENTING TESTING PROGRAMS AT SCHOOL SITES**

School administrators, teachers, and other school staff shall all be made aware of their professional obligations with regard to testing programs. The roles and responsibilities of the principal, test chairperson, test administrator, and proctor in the implementation of assessment programs are described below.

### **Principal**

The principal is responsible for ensuring that tests are administered in accordance with professional test administration procedures, as outlined in the administration manuals, program guides, and training materials provided by the test publishers, the state, and/or the District, and for ensuring that any violations of test administration and/or security procedures are reported appropriately and in a timely manner. The principal designates a test chairperson and ensures that the test chairperson attends all mandatory District training sessions and follows established procedures. Although the principal may delegate the coordination of specific testing programs to the test chairperson or another designee, the ultimate responsibility for maintaining the integrity of the test administration rests with the principal. The principal must submit a School Procedural Checklist (FM-6927) at the conclusion of each testing program, to certify that the test administration was conducted in accordance with the District's established guidelines and procedures.

### **Test Chairperson**

The test chairperson is responsible for organizing and monitoring testing programs at the school level in accordance with the procedures outlined for each program. Primary responsibilities include: attending District training sessions; planning and implementing test administrations; training test administrators and proctors; arranging for testing locations; verifying receipt of test materials; organizing, and distributing materials to the test administrators; maintaining the security of test materials in the schools; supervising test administration; maintaining all required records and documentation; returning test materials for scoring; and maintaining the confidentiality of student test records.

### **Test Administrator**

The test administrator is responsible for directing and conducting student testing sessions, as specified in the administration manuals or program guides. Primary responsibilities include: attending required training sessions; establishing appropriate conditions in the testing room; distributing and returning student test materials; accounting for all assigned materials; strictly adhering to test scripts and directions; actively monitoring students during the testing session; and following security procedures to ensure a standard administration. Only certificated administrative and



instructional employees (e.g., teachers, counselors, media specialists) who have received appropriate training for a particular test may serve as test administrators.

### **Proctor**

The proctor is responsible for actively monitoring the testing session and for assisting the test administrator in managing the session and maintaining test security. Administrative, instructional, non-instructional, and paraprofessional employees who have received appropriate training for a particular test may serve as proctors. However, non-certificated employees may only assist in distributing and collecting student test materials under the direct supervision of a certificated test administrator, and may not administer the test, read test scripts, or have sole responsibility for the test materials. In addition, parents or other community volunteers who are trained in proctoring and test security may serve as test proctors, but **proctors who are not employees may not handle any test materials or be left alone with students or test materials at any time.**

Note that proctors may not be assigned to proctor in a family member's classroom or at the same grade level as the family member.

### **Relief Staff**

Relief staff who may serve in classrooms in the temporary absence of the regular test administrator or proctor must meet all of the requirements specified for the applicable role, and must have received appropriate training related to test administration and test security procedures.

## APPENDIX D: GENERAL TESTING SECURITY GUIDELINES

In order to ensure the integrity of the testing process and the accuracy and validity of all test scores, the District has established specific guidelines and standards. The following are a summary of those provided in the *MDCPS Standards, Guidelines and Procedures for Test Administration and Test Security* and must be strictly enforced in order to ensure valid test results for all students.

1. **All personnel are prohibited from examining, reviewing, reading, or copying the test items and/or contents of the students' tests. The security of all test materials must be maintained before, during, and after the test administration.**
2. Upon arrival, the testing materials must be signed for by the principal, the assistant principal, the lead teacher, or the test chairperson. All test materials must be counted by the test chairperson. Any discrepancy between the packing list and the materials received must be reported to 305-995-7520.
3. At all times except during actual testing, all testing materials will be kept under lock and key and should be under the direct supervision of the principal or test chairperson. All testing materials, including identification header sheets, and test books are copyrighted and are not to be copied.
4. The materials necessary to conduct actual testing, such as test books and program guides, should be given to teachers the morning of testing and picked up immediately following each day's testing. During the testing, no test books are to be left unattended.
5. All time limits and directions are to be followed exactly, with no deviation in directions or testing time.
6. The testing schedule and the proper testing procedures must be reviewed at a meeting with the people who will serve as test administrators and proctors prior to testing. Test administrators and proctors should be familiarized with the program guide and general administration practices and responsibilities. Teachers may review the program guides, but under no circumstances should test books be reviewed by the test administrator or proctors.
7. The distribution and collection of test books to and from students is a critical time because there is the possibility of losing materials. Test materials should be distributed to and received from students on a one-at-a-time basis. The test administrator/proctor can then visually verify that each student has only one test booklet at the beginning of testing and that each student has returned that test booklet at the end of the testing period.

8. After the completion of testing, all students should turn their booklets face down and put their pencils away while the orderly collection of materials takes place. All students should remain in their seats until the test administration is completed. Do not allow students to stack their tests and hand them in as a group.
9. **NO** used or unused Stanford-10 testing materials may remain at the school beyond **May 3, 2021**. (Schools may keep the District-supplied centimeter/inch rulers for use in classroom instruction; **used practice** tests should be destroyed at the school but practice test directions for administering should be returned.)
10. During Stanford testing, District staff members will visit schools. The purpose of these visits will be to monitor the testing of students. Included in the visits will be observations of an actual test administration. Testing monitors may visit schools before and during the testing windows. No school should change its own testing schedule because of a monitor's visit. To ensure a standardized monitoring program, monitors are trained about the aspects of the Stanford -10 testing program that should be observed.
11. Under no circumstances may test books or ID header sheets be taken outside the school; return of secure materials must be direct; and materials may not be held outside of the school overnight.
12. After scoring has been completed, Student Assessment and Educational Testing will conduct an audit of the results.

## APPENDIX E: RESPONSIBILITIES OF THE TEST ADMINISTRATOR

### **Test Administrator Responsibilities Prior To Testing**

1. Remove or cover any classroom materials that might provide clues to students (e.g. word lists, multiplication chart).
2. Arrange classroom and seating arrangements for optimal testing conditions.
3. Sign-out the secure *SESAT 2/SAT-10 Directions for Administering* from the test chairperson prior to the test.
4. Account for secure test materials assigned.

### **During Testing**

1. Place the *Do Not Disturb* sign on the door.
2. Account for and maintain the security of all testing materials and strictly adhere to test directions and test security procedures to ensure a standard administration.
3. Distribute testing materials to each student individually.
4. Monitor student progress and provide assistance as directed in the administration manual.
5. Complete the *Record of Absences, Exemptions, and Invalidations* as needed.
6. After students have completed a test session, collect test materials individually and account for all materials before returning them to the test chairperson.

### **Following the Administration**

1. Test administrators should collect all testing materials from each student and check the physical condition of each booklet. Any inaccurate information should be corrected in order to prevent conditions which may interfere with the electronic scoring process.
2. Test administrators are prohibited from reviewing items, problems, passages or responses with students after testing.

## **APPENDIX F: FORMS and SIGN**

- **Do Not Disturb**
- **SAT-10 Testing Roster**
- **Teacher Count Sheet**
- **2021 SAT-10 Accounting Form**
- **School Procedural Checklist**
- **Sample Student ID Header Sheet**
- **Sample of SAT-10 Test Booklet Back Cover**

DO NOT DISTURB SIGN

# SAT-10 Testing in Progress



Please Do Not Disturb



# SAT-10 TESTING ROSTER

Teacher Name: \_\_\_\_\_

Test Date: \_\_\_\_\_

School Name \_\_\_\_\_

Location #: \_\_\_\_\_

Room #: \_\_\_\_\_

Page: \_\_\_\_\_

of \_\_\_\_\_

**DIRECTIONS for COMPLETING THE ROSTER:**

1. Use the same roster for both days of testing (Reading and Mathematics).
2. Fill in the applicable codes for Absent, Accommodations and Invalidations AND bubble the same code on the Student ID Header Sheet for corresponding students.
3. In the "Exempt" Column, mark any student who's IEP/504 exempts him/her from testing. \*
4. In the "Withdrawn" column, mark any students who have withdrawn from your school. \*

<i>Paste "Values Only" to preserve formatting.</i> Student ID   Student Name   Grade			Attendance		Accommodations			Invalidations			Exempt	Withdrawn
			R 5	M 3	R 9	M 8	All 7	R 6	M 4	All 2		
1												
2												
3												
4												
5												
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\_\_\_\_\_  
Test Administrator Signature / Date

\_\_\_\_\_  
School Assessment Coordinator Signature / Date



**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
STANFORD ACHIEVEMENT TESTING PROGRAM  
TEACHER COUNT SHEET**

**School Name:** \_\_\_\_\_

**School Number:** \_\_\_\_\_

Directions: Record the teacher's name and quantity of test books, ID Header Sheets, program guide, and/or administration script assigned to each test administrator. Teachers must certify receipt/return by initialing this form when picking up materials prior to testing and again when returning materials after testing.

Teacher's Name	Number of Test books	Number of ID Header Sheets	Number of Copies of the Directions for Administering	Date		Date	
				____/____/____ Receipt/ Return and Initials	____/____/____ Receipt/ Return and Initials	____/____/____ Receipt/ Return and Initials	____/____/____ Receipt/ Return and Initials

**Test Chairperson's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Place this completed form in the SAT-10 DAC-AR Envelope. Retain a copy of the completed form at the school for one year following the administration date.

**DUPLICATE AS NEEDED**

**M-4661 Rev. (01-08)**



# ACCOUNTING for ALL SAT-10 TEST / ANSWER BOOKS

**IMPORTANT NOTICE:**

In an effort to process materials in time for summer school reporting, TDC will pick up To Be Scored materials for ALL materials if the school has completed SAT-10 testing on 4/16 - 4/23.

If materials are picked up from your school, you must indicate quantities received (blue cells) and quantities returned (green cells) on this form and save the form to your computer.

Retained materials for MSD or make-up sessions will be reported after the close of the testing window, or when all students are tested, by accessing your saved form and indicating the FINAL RETURN quantities (below the bright yellow highlighted cells).

Each return will require a printed and signed copy of this document in the SAT-10 DAC-AR envelope.

**ACCOUNTING for all SAT-10 TEST / ANSWER BOOKS**

TDC MATERIAL PICKUP 4/16 - 4/23	MATERIALS RECEIVED		MATERIALS RETURNED				Are all materials accounted for?
	Shipped Quantity**	Quantities received through additional Orders	Physical Count at time of delivery	Number of Special Document KITS	Total Materials Received	To Be Scored (TBS)	
Record ONLY what was returned to TDC in this section.	Totals Indicated on Packing List					Not To Be Scored (NBS) (INCOMPLETE, Damaged or Missing KITS)	
SESAT 2							
PRIMARY 1							
PRIMARY 2							
<b>FINAL RETURN (If TDC picked up some but not all materials, input the balance of the materials being returned now below):</b>							
SESAT 2							
PRIMARY 1							
PRIMARY 2							

SIGNATURE AVAILABLE AT TDC DOCUMENT ADMINISTERING (DFA)

COMPLETE DOCUMENT ORIGINAL IN RETURNS ONLINE PRINT, MAIL OR RETURN

COMPLETE DOCUMENT ORIGINAL IN RETURNS ONLINE PRINT, MAIL OR RETURN

COMPLETE DOCUMENT ORIGINAL IN RETURNS ONLINE PRINT, MAIL OR RETURN

\*Special Document Kits come in the Special Document Kit or Blue Kit from the DFA. When an original Special Document KITS, report them as part of the TOTAL TBS or NBS INSTRUCTIONS. Labeled as DESTROYED or DESTROYED.

\*\*Material shortages/overages were to be reported via the SAT-10 Inventory Discrepancy/Recording form, available at the TDC Document web page, 24 hours within receipt of materials. If not previously reported, please do so at this time by accessing the discrepancy form as previously stated.

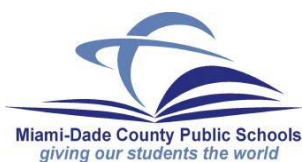
**ACCOUNTING for all SAT-10 DIRECTIVE or ADMINISTERING (DFA)**

TDC MATERIAL PICKUP 4/16 - 4/23	TEST ADMINISTRATION DFA		PRACTICE TEST DFA			
	Shipped Quantity**	Physical Count at time of delivery	Shipped Quantity**	Physical Count at time of delivery	Additional Orders	Total Practice Test Admin. DFAs Returned
Record ONLY what was returned to TDC in this section.						
SESAT 2						
PRIMARY 1						
PRIMARY 2						
<b>FINAL RETURN (If TDC picked up some but not all materials, input the balance of the materials being returned now below):</b>						
SESAT 2						
PRIMARY 1						
PRIMARY 2						

\*\*Material shortages/overages were to be reported via the SAT-10 Inventory Discrepancy/Recording form, available at the TDC Document web page, 24 hours within receipt of materials. If not previously reported, please do so at this time by accessing the discrepancy form as previously stated.

Location /Number/School Name: \_\_\_\_\_ Name of person: \_\_\_\_\_ Employee Number: \_\_\_\_\_

School Assessment Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**MIAMI-DADE COUNTY PUBLIC SCHOOLS**

**SCHOOL PROCEDURAL CHECKLIST**

      SAT-10       **TESTING PROGRAM**

**Documentation that the SAT-10 Administration at each school was supervised by the principal in accordance with the guidelines and procedures established by Miami-Dade County Public School District is required. To comply with this requirement, this form must be completed by the school principal and the test chairperson and returned with the “To Be Scored” testing materials on April 10, 2020**

We certify that, to our knowledge, all guidelines and procedures outlined in the Stanford Achievement Test Program Guide/Test Administration manual have been strictly adhered to at this school, and that each of the following specific processes has taken place as prescribed; as noted below:

- |   |  |  |
|---|--|--|
| <p>Yes<br/><input type="checkbox"/></p> | <p>No<br/><input type="checkbox"/></p> | <p>All <u>      SAT-10      </u> testing materials were received and counted, and any discrepancies were reported and reconciled with the Test Distribution Center prior to the test administration. After reconciliations, if any, our school had sufficient quantities of <u>          Test          </u> materials to conduct testing.</p>  |
| <p><input type="checkbox"/></p>         | <p><input type="checkbox"/></p>        | <p>Prior to the test administration, all staff involved in the <u>      SAT-10      </u> administration were trained on appropriate test administration and security procedures. The Test Security Guidelines/Procedures were reviewed with all persons administering or having access to test books either in a faculty meeting, a grade group or department meeting, or individually, if absent from scheduled group meetings.</p> |
| <p><input type="checkbox"/></p>         | <p><input type="checkbox"/></p>        | <p>The <u>                  </u> <u>      SAT-10      </u> was administered following the explicit directions stated in the appropriate grade level test administration manual to assure test standardization.</p>   |
| <p><input type="checkbox"/></p>         | <p><input type="checkbox"/></p>        | <p>Following testing, all test materials were accounted for according to the guidelines in the <u>Stanford Achievement</u> manual. Any missing materials reported, by telephone and in writing, to Student Assessment and Educational Testing.</p>   |
| <p><input type="checkbox"/></p>         | <p><input type="checkbox"/></p>        | <p>All “To Be Scored” documents were delivered to their prescribed destination on the designated date(s).</p>  |
| <p><input type="checkbox"/></p>         | <p><input type="checkbox"/></p>        | <p>All “Not To Be Scored” materials were delivered to their prescribed destination on the designated date(s), according to the program guidelines.</p>   |

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Test Chairperson's Signature

\_\_\_\_\_  
Date


\_\_\_\_\_  
School Name

\_\_\_\_\_  
School Number

If any item was marked “No”, a written report of any exceptions to the above procedures must be attached to this checklist when submitted.

FM-6927 (09-05)

## Sample Grade K-3 Student Identification (ID) Header Sheet



**DADE COUNTY PUBLIC SCHOOLS**

**STUDENT'S NAME:** \_\_\_\_\_

**STUDENT I.D. NUMBER** \_\_\_\_\_

# GRADES K-3 STUDENT IDENTIFICATION

**DIRECTIONS**

1. If data is preprinted, do not fill in any circles.
2. If a blank form must be used, all information must be entered. Remember that all students should have a STI.
3. Use a No. 2 pencil only.
4. Place this sheet as the first sheet on the bubb booklet, grades K-3.
5. Be sure that the timing marks match between booklet.

STUDENT I.D. NUMBER (7 DIGITS ONLY)	SCHOOL	GRADE	FORM	OPT	OTHER INFORMATION	DISTRICT USE #1	DISTRICT USE #2
0 0 0 0 0 0 0					A 1	0 0 0 0 0 0	0 0 0 0 0 0
1 1 1 1 1 1 1					B 2	1 1 1 1 1 1	1 1 1 1 1 1
2 2 2 2 2 2 2					13 23	2 2 2 2 2 2	2 2 2 2 2 2
3 3 3 3 3 3 3					14 24	3 3 3 3 3 3	3 3 3 3 3 3
4 4 4 4 4 4 4					15 25	4 4 4 4 4 4	4 4 4 4 4 4
5 5 5 5 5 5 5					H 6 16 26	5 5 5 5 5 5	5 5 5 5 5 5
6 6 6 6 6 6 6					J 7 17 27	6 6 6 6 6 6	6 6 6 6 6 6
7 7 7 7 7 7 7					I 8 18 28	7 7 7 7 7 7	7 7 7 7 7 7
8 8 8 8 8 8 8					K 9 19 29	8 8 8 8 8 8	8 8 8 8 8 8
9 9 9 9 9 9 9					L 10 20 30	9 9 9 9 9 9	9 9 9 9 9 9

- 1 = NAME - Beginning at the left: Student's last name, first name, and middle initial
- 2 = STUDENT'S ID NUMBER - Student's 7-digit ID number
- 3 = SCHOOL - School's 4-digit location number
- 4 = GRADE - Student's grade level
- 5 = FORM - Obsolete (Leave Blank)
- 6 = OPT(ional):
  - A = Not Tested - Exempt – Exceptional
  - H = Not Tested - Other
- 7 = OTHER INFORMATION - Code absent, invalid, or accommodation, by subtest, as appropriate. See chart on page 9.



## APPENDIX G: WHO TO CONTACT FOR INFORMATION

**For information about when to test, who to test, testing procedures, and testing accommodations, please contact:**

Ms. Mayda Cabeza, Director I  
Student Assessment and Educational Testing  
1450 NE 2<sup>nd</sup> Ave. Suite 208  
Mail Code: 9023  
Phone Number: 305-995-7520  
Fax Number: 305- 995-7522  
Google voice: 786-361-2569  
Email: [MCabeza@dadeschools.net](mailto:MCabeza@dadeschools.net)

**For information on how to pack and when to deliver materials, please contact:**

Ms. Darma Rodriguez, District Coordinator  
Test Distribution Center (TDC)  
13135 S.W. 26 Street  
Mail Code: 9038  
Phone Number: 305- 995-3743  
Fax Number: 305- 995-3963  
Email: [darmarodriguez@dadeschools.net](mailto:darmarodriguez@dadeschools.net)

**For additional testing materials, please submit the request electronically from the link below.**

<http://oada.dadeschools.net/TDC/TDC.asp>

**Additional copies of this program guide may be downloaded from the following web page.** <http://oada.dadeschools.net/TestChairInfo/InfoForTestChair.asp>