

MIAMI-DADE COUNTY PUBLIC SCHOOLS

**STANFORD ACHIEVEMENT TEST, TENTH EDITION
PROGRAM GUIDE FOR TEST CHAIRPERSONS**



**ASSESSMENT, RESEARCH AND DATA ANALYSIS
STUDENT ASSESSMENT AND EDUCATIONAL TESTING**

MARCH 2008

Miami-Dade County Public Schools

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INTRODUCTION

In the spring of 2008, Miami-Dade County Public Schools (MDCPS) will administer the *Stanford Achievement Test, Tenth Edition* (SAT-10) to all first and second grade students. This program guide presents the general information necessary to administer the SAT-10, and specific procedures needed to process the test materials.

In 2008, all grade 1 and 2 students will be assessed with both the SAT-10 *Reading Comprehension* and *Mathematics: Problem Solving* subtests. This differs from prior years in which participation of students in Grade 1 was more limited.

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 Comprehensive Assessment Test (FCAT), which includes a secure form of the SAT-10, the FCAT Norm Referenced Test (NRT). In addition, the SAT-10 is used to identify students eligible for district programs and to gauge the efficacy of district initiatives. Ancillary materials are provided in support of the assessment, including a *Preview for Parents* and practice tests.

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 practices, should such evidence be required for state audit procedures.

**Stanford Achievement Test, 10th Edition (SAT-10)
Schedule of Activities, 2007-08**

December 10-14	Shipment of SAT-10 <i>Preview for Parents</i> (Grades 1 and 2).
February 11	Preprinting of SAT-10 student identification header sheets by Information Technology Services (ITS). A list of students who enroll after this date should be maintained at the school.
February 20, 22, 25	SAT-10 training meetings for school test chairpersons.
February 22	Deadline for parents of first and second grade Florida Home Education students to present letter of admission to schools.
February 25- March 6	Delivery of SAT-10 test materials to schools.
March 7	Deadline for schools to conduct training sessions for all teachers and school-site staff serving as test administrators or proctors.
March 13	Letters sent home to parents/guardians.
March 14	Deadline for administration of practice test.
March 17-25	Testing window for visually impaired students.
March 18	Administration of the <i>Reading Comprehension</i> subtest to all first and second grade students.
March 19	Administration of the <i>Mathematics: Problem Solving</i> subtest to all first and second grade students.
March 20 and 24	Make up testing, as necessary for first and second grade.
March 28	Hand deliver all Grade 1 and 2 "To Be Scored" and "Not To Be Scored" testing materials, including testing materials for visually impaired students. <ul style="list-style-type: none"> • All Reading First schools deliver directly to the Test Distribution Center no later than 3:30 p.m. • All other schools including Charter schools deliver to a Regional Center location by 12:00 noon.
March 28	Deadline for submitting reports of missing materials and/or testing irregularities.
March 28	Deadline for submitting <i>School Procedural Checklist</i> .

STUDENTS TO BE TESTED

In general, all Grade 1 and 2 students in the district are expected to participate during the March 2008 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. Additional information regarding the testing of students with disabilities is provided below.

In addition to students attending schools in the district, Grade 1 and 2 students enrolled in the Florida Home Education Program (FHEP) MAY participate, as outlined below. Incidentally, students enrolled through the Virtual School, McKay Scholarship or Corporate Tax Credit programs are not eligible to participate in this assessment.

Florida Home Education Program Students

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. In addition, FHEP students registered to participate in the administration of the SAT-10 may also participate in the administration of the SAT-10 practice tests.

The registered FHEP students must be tested according to the school's testing schedule and are to be tested by a MDCPS regular classroom teacher in a regular classroom setting. It is the responsibility of the parents/guardians of FHEP students to obtain a letter of admission from Ms. Mary Lee Snipes, Administrator Director, Home Education Program, and to present the letter to the school by **February 22, 2008**. The parents/guardians of these students are also required to provide all transportation to and from school, and to ensure that the students adhere to all school regulations related to the SAT-10 program. For FHEP parents, who bring self-addressed envelopes, please forward the envelopes to the Home Education Office, mail code, 8015, to the attention of Ms. Amanda Pavon, Home Education Registrar.

The ID Header Sheets for Florida Home Education Program students should be bubbled with school location #9998 so that their scores are not included with MDCPS school or summary reports.

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 be in need of 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. **Flexible Timing:** Students may be provided additional time.
4. **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.
5. **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.**

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. **Flexible Timing:** Students may be provided additional time.
4. **Recording of Answers:** Students may mark answers in the test booklets or indicate the selected answers to a proctor. The proctor will then transcribe the students' responses onto a machine scorable answer document.
5. **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.
6. **Revised Format:** Students may be tested by one of the following methods.
 - a. **Visual Reading:** Students may be tested with large print materials.
 - 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.
 - 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 must be assessed with an alternate assessment procedure.** For specific questions regarding ESE alternate assessment procedures, please contact the Office of Special Education, Alternative Outreach, and Psychological Services, at 305-995-1721. Any changes on the IEP must be accomplished according to the procedures delineated in the Miami-Dade County Public Schools' *Special Programs and Procedures for Exceptional Students* manual.

NOTIFICATION OF PARENTS AND GUARDIANS

Parents/Guardians must be informed that their child will be participating in the March 2008 SAT-10. Sample letters in English, Haitian-Creole, and Spanish are provided in Appendix A. You may print these letters on school letter head or use one developed at your school. Parents should be notified of their child's participation by **Thursday, March 13, 2008.**

PREPARING FOR TESTING

It is assumed that the general instructional objectives measured by the SAT-10 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, standards 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 booklets, 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.

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 the Practice Test* and the *Directions for Administering the Stanford Select* (Primary 1 for Grade 1, 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:

- Who must be tested and who may be exempt.
- School's testing schedule.
- Administration procedures, including
 - Test room conditions
 - Students who arrive late
 - Clarifying directions
 - Administration script (*Directions for Administering Primary 1 or 2 Stanford Select*)
 - Appropriate testing times
 - Providing accommodations
 - Test invalidation
 - Preparing to package and return 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 Stanford Select*.
- District's *General Testing Security Guidelines* (Appendix D).
- *Responsibilities of the Test Administrator* (Appendix E).

Practice Tests

The *SAT-10 Practice Test Booklets* should be administered to all students **no later than Friday, March 14, 2008**. The purpose of the practice test is to familiarize students with the format and style of the test and show them how to mark the answer spaces.

Test administrators should review the *SAT-10 Directions for Administering Practice Test* booklet to familiarize themselves with the sections of the script before administering the appropriate subtests to Grade 1 and Grade 2 students.

Any **unused** practice tests are to be returned with the “Not To Be Scored” materials. The used practice tests are to be destroyed at the school.

Receiving and Preparing Materials for Testing

When the SAT-10 test materials are received by the schools, they must be inventoried to make sure that all shipped materials were received, and that sufficient materials are available to test all eligible students. The materials must be stored in a secure, access-restricted location in the school. Test materials include: test booklets, ID Header Sheets, practice tests, administration manuals, paper rulers for the Mathematics Problem Solving subtest, and return labels.

Test Booklets

The SAT-10, test booklets are published and copyrighted by Harcourt Assessment, Inc. 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 tested student’s test booklet; all other spaces may be left blank (see Appendix F).

- Student’s Name.
- Teacher’s Name.
- 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 11, 2008** 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).
- Student current grade.

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

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

If a student was absent, a test was invalidated, or the student received test accommodation(s), the applicable code needs to be hand-bubbled in the “OTHER INFORMATION” field on the ID Header Sheet. Note that **Coded ID Header Sheets should be submitted for any student who had both subtests invalidated, or who was absent or exempt for both subtests**, even though a test booklet will not be submitted for that student. Hand bubble the appropriate code listed in the table below to indicate which subtest(s) were involved, and whether the student received accommodations, was absent and unable to make-up the test, or had the test invalidated.

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

Subtest	Absence Code	Invalidation Code	Accommodation Code
Both Subtests	1	2	7
<i>Mathematics: Problem Solving</i>	3	4	8
<i>Reading Comprehension</i>	5	6	9

Please note that there are no individual codes for each of the specific accommodations listed on pages 4-5. The accommodation codes are only used to indicate that one or more accommodations were provided.

OPT(ional): Coding for Exemptions

The OPT(ional) field on a student ID Header Sheet, must be completed if a student is exempt from testing, as documented on his/her IEP, or is not tested for another reason. As noted in the table below, if a student is exempt due to disability, bubble ‘A’ in the OPT(ional) field.

There are situations 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). The ID Header Sheet for any student exempted from participation because of a temporary disability should be coded “H” for “Not Tested - Other.”

OPT(ional) Field Coding for Students Exempted from Testing

Code	Code Description	Category of Student
A	Not Tested - Exempt – Exceptional	Students with disabilities with a current IEP that specifies no standardized testing. Exempt students with disabilities or Section 504 must be assessed with an alternative assessment procedure.
H	Not Tested - Other	Any student who was present during the administration of the SAT-10 and who did not participate in the testing program because of a temporary physical disability (Section 504) (e.g., broken arm) or temporary emotional problem (e.g., recent death in the family).

DISTRIBUTION AND TRACKING OF MATERIALS

The SAT-10 test booklets, 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 booklets 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 booklets 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 suggested 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 suggested 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.

Subtests	Approximate Preparation Time	Approximate Administration Time
<i>Reading Comprehension</i>	10 minutes	40 minutes
<i>Mathematics: Problem Solving</i>	10 minutes	50 minutes*

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

All students take both the *Reading Comprehension* and *Mathematics: Problem Solving* subtests.

Materials Required for Test Administration

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

1. **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.
2. **# 2 black lead pencils.**
3. **Scratch Paper.** Several sheets should be provided to each student for the mathematics subtest.
4. **Centimeter/Inch Ruler.** District-supplied rulers should be available for each student to use during administration of the mathematics subtest.
5. **Script for Administering the Test.** Each test administrator must use the administration script in the *Primary 1 Directions for Administering the Stanford Select* and the *Primary 2 Directions for Administering Stanford Select*.
6. **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

The SAT-10 *Reading Comprehension* subtest to be administered to Grade 1 students begins on page 2, and for Grade 2 on page 3. The *Mathematics Problem Solving* subtest to be administered to Grade 1 students begins on page 14, and for Grade 2 on page 22. To help students differentiate between the subtests, specific icons are used at the top of the test booklet pages. The icon for the *Reading Comprehension*

subtest is a book; the icon for the *Mathematics: Problem Solving* subtest is a ruler. Please remember that Grade 2 students are not to complete the *Environment* subtest.

Directions For Administration

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. Therefore, every student tested will have a set of test materials (ID Header Sheet and test booklet).

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 booklets. 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.

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 note the student's name on the *Record of Absences, Exemptions, and Invalidations* form (see Appendix F). Provisions should be made for make-up testing during the testing window. In the event that the student continues to be absent and is unable to complete part or all of the test, this must be hand-bubbled in the field entitled Other Information field on the student's ID Header Sheet, as noted previously.

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

Pregridded ID Header Sheet for students who have withdrawn from or transferred out of your school, prior to the administration of the first subtest of the SAT-10 are considered "Not To Be Scored" materials. Place the ID Header Sheets for withdrawn students in a manila envelope labeled "Withdrawals" and pack in Box #1 of the "Not To Be Scored" materials for return to the TDC.

ID Header Sheets and test booklets for students who have withdrawn from school after having completed one subtest should be submitted with the "To Be Scored" test booklets. 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.
- A disturbance or distraction occurs that could affect scores.

The school must record any invalidation on the *Record of Absences, Exemptions, and Invalidations* form in 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 **both** subtests are invalidated, place the ID Header Sheet in an envelope labeled “Invalidations” and pack in Box #1 of the “To Be Scored” materials. However, the test booklet with both subtest invalidated should be placed in Box #1 of the “Not To Be Scored” materials.

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.

DAMAGED TEST BOOKLETS

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 booklets 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

All testing materials **except** the **centimeter/inch rulers**, **used practice tests** and **scratch paper** must be returned to the TDC. The rulers may be used for classroom instruction. The **used practice tests and scratch paper must be securely destroyed** by the school.

Preparing Test Booklets and ID Header Sheets for Return

Assemble test materials into stacks as follows:

- **Tested One or Both Subtests-** Assemble “sets” of student test materials 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” materials.
- 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 booklets are facing the same direction.
- These materials must be separated into two stacks by grade: those with preprinted ID Header Sheets, and those with hand-gridded ID Header Sheets.
- **Florida Home Education Program-** Sets of ID Header Sheets and test booklets prepared as described above.
- **Invalidated Both Subtests-** ID Header Sheets only.
- **Absent or Exempt for Both Subtests-** ID Header Sheets only.
- **Withdrawn Before Testing Started-** ID Header Sheets only.

All test materials in the “To Be Scored” and “Not To Be Scored” boxes must be counted, and the numbers recorded on the return packing lists. The return packing list forms are found in Appendix F.

Preparing Other Materials For Return

Complete the *Record of Absences, Exemptions, and Invalidations* form in Appendix F, and place it in the Box #1 of the “To Be Scored” materials. Make a copy for your records.

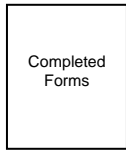
Account for and stack all unused test booklets, unused preprinted and non-preprinted ID Header Sheets, *Primary 1 & Primary 2 Directions for Administering Stanford Select*, *Unused Primary 1 & Primary 2 Practice Test Booklets*, *Primary 1 & Primary 2 Directions for Administering the Practice Test Booklet*. Complete the *Return Packing List for “Not To Be Scored” Materials* form in Appendix F.

Packaging and Returning “To Be Scored” Materials

Review the packing diagram located on the following page. Package all “To Be Scored” testing materials using the box(es) in which the materials were received.

- Place the completed *Return Packing List for “To Be Scored” Materials* and the *Record of Absences, Exemptions, and Invalidations* forms in Box #1.
- **Invalidated Both Subtests-** ID Header Sheets for students having BOTH subtests invalidated must be counted and placed in an envelope labeled “Invalidations”. Do not include the test booklets.
- **Absent/Exempt Both Subtests-** ID Header Sheets for students absent or exempt for BOTH subtests must be counted and placed in an envelope labeled “Absent/ Exempt”. Do not include the test booklets.
- **Florida Home Education Program-** If Florida Home Education Program students were tested, package their ID Header Sheets and test booklets in an envelope and place it in Box #1 of the “To Be Scored” materials.
- Stack the “To Be Scored” test materials sets (test booklet and ID Header Sheet) by grade in the following order: hand-bubbled test materials sets (test booklet and ID Header Sheet) on top of the preprinted test materials sets (ID Header Sheet and test booklet) for grade 1 and continuing with the same procedure for grade 2 materials.
- Count the total number of boxes and label each box using the white labels with red lettering provided by TDC, “Box ___ of ___.” Fill in the sequence of the boxes being returned (e.g., Box 1 of 2, Box 2 of 2). Place the completed *Return Packing List for “To Be Scored” Materials* in an envelope in Box #1 of the “To Be Scored” materials.
- Hand deliver all testing materials, including visually impaired testing materials according to the schedule on page 2.

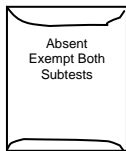
Packaging and Returning “To Be Scored” Test Materials Diagram



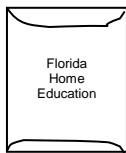
Completed Forms:
Return Packing List for “To Be Scored” Materials
Record of Absences, Exemptions, and Invalidations.



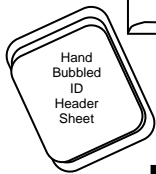
ID Header Sheets for any students having both subtests invalidated. (Do Not Include Test Booklets).



ID Header Sheets for students absent or exempt for both subtests. (Do Not Include Test Booklets).



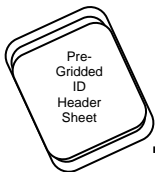
ID Header Sheets and Test Booklets for any Florida Home Education students.



+



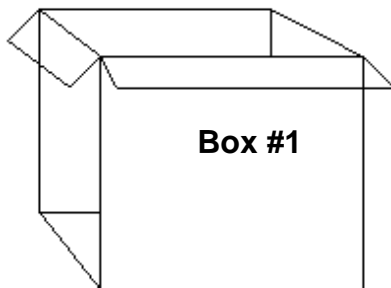
*Hand Bubbled ID Header Sheets/Test Booklets. (Arranged in student sets with the ID Header Sheet on top of the grid side of the student’s test booklet for Grade 1).



+



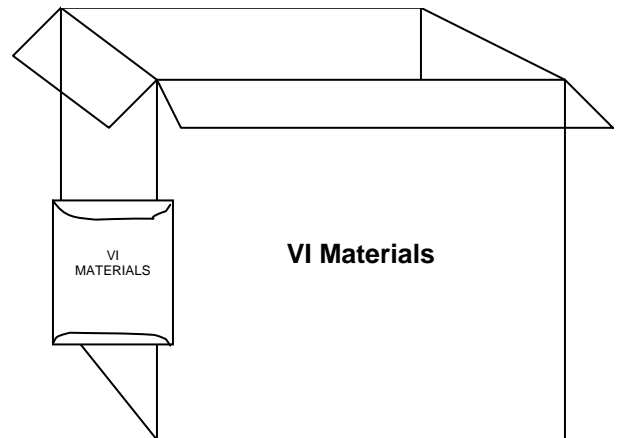
*Pregridded ID Header Sheets/Test Booklets. (Arranged in student sets with the ID Header Sheet on top of the grid side of the student’s test booklet for Grade 1).



*** Once all Grade 1 documents are packed, repeat the same procedures for Grade 2.**

If necessary, use additional boxes or envelopes.

TESTING MATERIALS FOR THE VISUALLY IMPAIRED



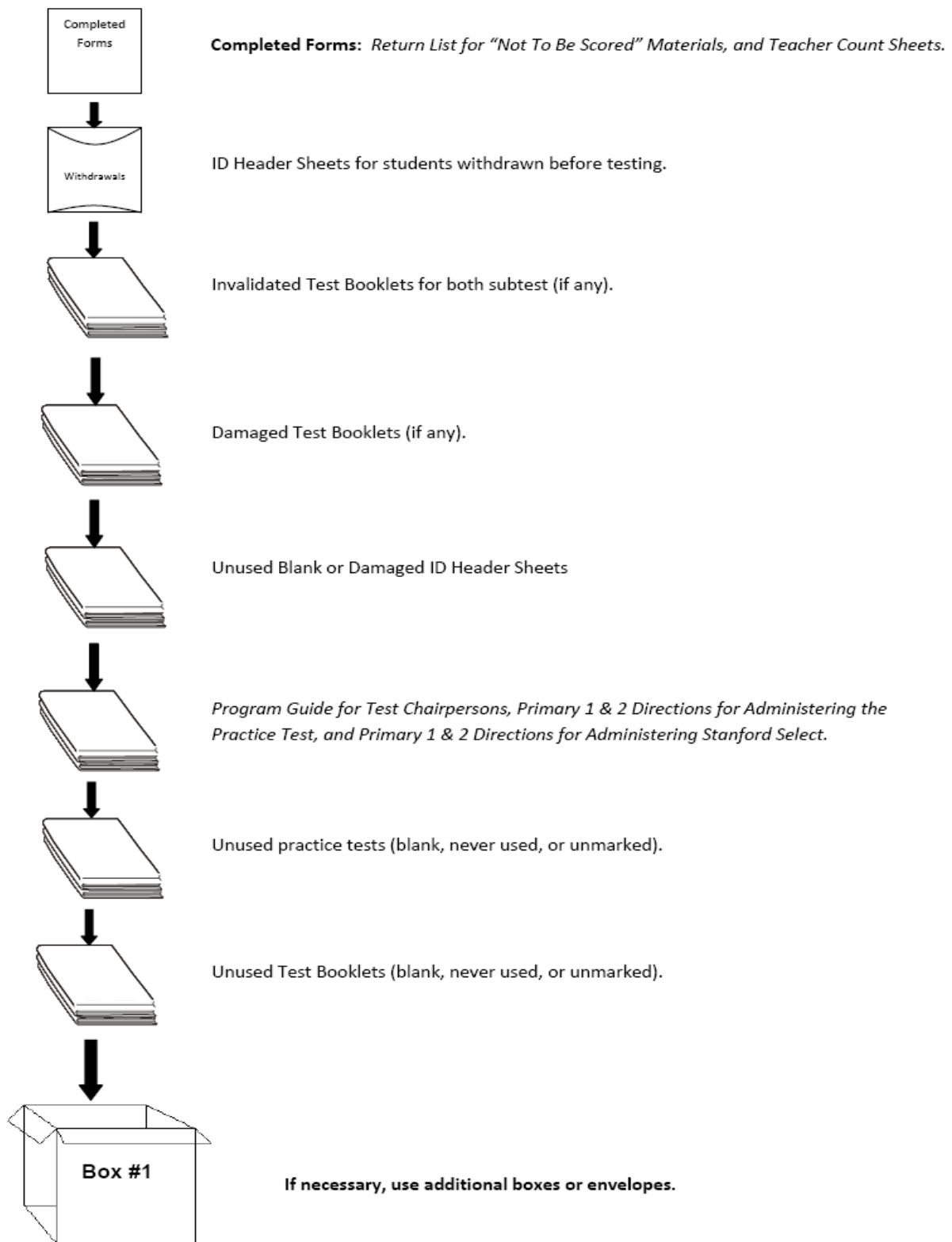
Deliver the Box or Envelope containing the “To Be Scored” and “Not To Be Scored” large print and/or Braille testing materials to the designated drop-off location along with the regular testing materials. Use the box or envelope in which the materials arrived.

Packaging and Returning “Not To Be Scored” Materials

Review the packing diagram located on the following page. Package all “Not To Be Scored” testing materials by grade using the box(es) in which the materials were received. Materials should be packed in the following order: From top to bottom.

- Place the completed *Return Packing List for “Not To Be Scored” Materials* and the *Teacher Count Sheets* in Box #1.
- Withdrawn before testing started-Preprinted ID Header Sheets (no booklets) for students who withdrew before testing began must be counted and placed in an envelope labeled “Withdrawals”.
- Invalidated test Booklets for both subtests.
- Damaged test booklets.
- Unused blank or damaged ID Header Sheets.
- *Program Guide for Test Chairpersons.*
- *Primary 1 & Primary 2 Directions for Administering the Practice Test.*
- *Primary 1 & Primary 2 Directions for Administering the Stanford Select.*
- Unused practice tests and test booklets.
- Count the total number of boxes and label each box using the white labels with black lettering provided by TDC, “Box ___ of ___.” Fill in the sequence of the boxes being returned (e.g., Box 1 of 2, Box 2 of 2).
- Hand deliver all testing materials according to the schedule on page 2.

Packaging and Returning “Not To Be Scored” Test Materials Diagram



REPORTING OF RESULTS

Report Production Schedule

Grade 1 and 2 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 2008	Individual Student Listings Individual Student Reports
July 2008	Statistical Reports and Web Reports
September 2008	School Content Cluster Analysis

The SAT-10 reports identified above are sent to each school principal; these reports are the only copies available. **Duplicate copies are not routinely 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.

The individual student listings should be checked to determine if any students who were tested are 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>.

APPENDIX A: SAMPLE LETTERS TO PARENTS/GUARDIANS

- **ENGLISH VERSION**
- **HAITIAN-CREOLE VERSION**
- **SPANISH VERSION**

SAMPLE PARENT/GUARDIAN LETTER

(ENGLISH VERSION)

Dear Parents/Guardians:

During the month of March, your son or daughter will take the Stanford Achievement Test, Tenth Edition (SAT-10). The SAT-10 is a standardized test given to all first and second graders in the Miami-Dade County Public Schools. The test measures a student's reading and mathematics skills. Teachers use the test results to plan units and lessons that strengthen students' skills in reading and mathematics.

This year, the SAT-10 testing dates are March 18-19, 2008. It is important for your child to be present for both days of the test. This notice is being sent home so that you can note these dates on your calendar and avoid making appointments for your child that would cause him/her to miss taking the test.

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

Sincerely,

SAMPLE PARENT/GUARDIAN LETTER

(HAITIAN-CREOLE VERSION)

Chè Paran/Gadyen:

Diran mwa mas la, pitit gason ou oubyen pitit fi w pral pran egzamen “Stanford Achievement Test,” Dizyèm Edisyon (SAT-10). SAT-10 la se yon egzamen estandalize yo bay tout elèv premye e dezyèm ane eskolè nan Lekòl Leta Miami-Dade County. Egzamen an mezire ladrès yon elèv nan lekti ak matematik. Pwofesè yo sèvi ak rezilta egzamen an pou planifye matyè ak leson pou ranfòse ladrès elèv la nan lekti ak matematik.

Ane sa a, dat yo ap bay egzamen SAT-10 la se 18 a 19 mas 2008. Li enpòtan pou pitit ou prezan toude jou egzamen yo. Nou voye avi sa a ba ou pou w kab note dat sa yo sou kalandriye ou e evite fè anpwentman pou pitit ou ki kab lakoz li manke egzamen an.

Mèsi pou koòperasyon ou. Si ou genyen nenpòt kesyon, silvouplè kontakte lekòl la.

Sensèman,

SAMPLE PARENT/GUARDIAN LETTER

(SPANISH VERSION)

Estimados padres de familia/tutores:

Durante el mes de marzo, su hijo(a) realizará la décima edición de la Prueba de Logros Stanford o SAT-10 (Stanford Achievement Test). El SAT-10 es una prueba estandarizada que se aplica a todos los estudiantes de primero y segundo grado de las Escuelas Públicas del Condado de Miami-Dade. Esta prueba mide las destrezas en lectura y matemáticas de los estudiantes. Los maestros utilizan los resultados de dicha prueba para planear unidades y lecciones a fin de fortalecer las destrezas de los estudiantes en la lectura y matemáticas.

Este año, las fechas en que se aplicará la prueba serán los días 18 y 19 de marzo. Es importante que su hijo(a) este presente ambos días a fin de que pueda hacer la prueba. Enviamos este aviso a los hogares para que puedan anotar las fechas en sus calendarios y eviten concertar citas para que su hijo(a) no deje de hacer la prueba.

Agradecemos su cooperación. Si tuviesen alguna pregunta, por favor, comuníquense con la escuela.

Atentamente,

APPENDIX B: RESPONSIBILITIES OF THE TEST CHAIRPERSON

Test Chair Responsibilities Prior To Testing

- Ensure that the Registrar maintains a listing of students who enroll on or after February 11, 2008.
- 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 any discrepancies to the TDC.
- Determine whether or not there are sufficient materials to test all eligible students. Order additional materials needed from TDC.
- 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 booklets. Do **not** grid in the student demographic information section on the test booklet.
- Ensure that a sufficient quantity of scratch paper and sharpened #2 pencils are available.
- Prepare *Teacher Count Sheets* 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 booklets (used and unused).
- Place students' completed ID Header Sheets on top of the grid side of the student's used test booklets.
- Prepare materials for return as specified beginning on page 15.
- Package all materials in the boxes in which the materials were received. These boxes are labeled "Stanford Test."
- Return all "To Be Scored" answer documents according to the provided instructions and schedules.
- Submit the *School Procedural Checklist* to Ms. Mayda Cabeza, Director I, Student Assessment and Educational Testing, via school mail code 9023 or fax to (305) 995-7522 by **March 28, 2008**.
- By **March 28, 2008**, submit a written account of any missing test booklets 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 *Teacher Count Sheet, Record of Absences, Exemptions, and Invalidations*, packing list of "To Be Scored" and "Not To Be Scored" materials 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 booklets are copyrighted and are not to be copied.
4. The materials necessary to conduct actual testing, such as test booklets 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 booklets 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 booklets be reviewed by the test administrator or proctors.
7. The distribution and collection of test booklets 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 **March 28, 2008**. (Schools may keep the district-supplied centimeter/inch rulers for use in classroom instruction; **used practice** tests should be destroyed at the school.)
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 booklets 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 over night.
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. Administer the practice test no later than **Friday, March 14, 2008**.
4. Sign-out the secure *SAT-10 Directions for Administering Stanford Select* from the test chairperson prior to the test.
5. 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, Exemption, 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**
- **Record of Absences, Exemptions, and Invalidations**
- **Teacher Count Sheet**
- **Return Packing List for “To Be Scored” Materials**
- **Return Packing List for “Not To Be Scored” Materials**
- **School Procedural Checklist**
- **Sample Student Header Sheet**
- **Sample of SAT-10 Test Booklet Back Cover**

DO NOT DISTURB SIGN

SAT-10 Testing in Progress



Please Do Not Disturb



**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 booklets, 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 Booklets	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	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 Box #1 of "Not To Be Scored" materials. 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)



**MIAMI-DADE COUNTY PUBLIC SCHOOLS
RETURN PACKING LIST FOR "TO BE SCORED" MATERIALS
 2008 ADMINISTRATION**

Name and Grade Level of Testing Program: _____

School Name: _____ **School Number:** _____

Total Number of "To Be Scored" Boxes from School: _____

Directions: Complete this form by writing in the number of "To Be Scored" materials being returned. Write N/A if not applicable for this assessment.

Testing Material	Number of Materials	
	Grade 1	Grade 2
ID Header Sheet(s) Coded "Invalidated" for Both Subtests		
ID Header Sheet(s) Coded "Absent" or "Exempt" for Both Subtests		
Used Test Booklets/ID Header Sheets for Florida Home Education		
Used Test Booklets/ID Header Sheets (Hand Bubbled and Pregridded)		
Total Number Submitted		

DO NOT INCLUDE "NOT TO BE SCORED" MATERIALS IN THE COUNT

Test Chairperson's Signature: _____ **Date:** _____

Place this completed form in Box #1. Retain a copy of the completed form at the school for one year following the administration date.

DUPLICATE AS NEEDED

FM-6677 (01-08)



MIAMI-DADE COUNTY PUBLIC SCHOOLS
RETURN PACKING LIST FOR “NOT TO BE SCORED” MATERIALS
2008 ADMINISTRATION

Name and Grade Level of Testing Program: _____

School Name: _____ **School Number:** _____

Total Number of “Not To Be Scored” Box(es) from School: _____

Directions: Complete this form by writing in the number of testing materials being returned. Write N/A if not applicable for this assessment.

Testing Materials	Number of Materials	
	Grade 1	Grade 2
ID Header Sheets for Withdrawals		
Invalidated Test Booklets for Both Subtests		
Damaged Test Booklets		
Unused ID Header Sheets (Blank or Damaged)		
Directions for Administering Practice Test		
Directions for Administering Stanford Select		
Administration Scripts	NA	NA
Unused Practice Tests		
Unused Test Booklets		
Program Guide for Test Chairpersons		

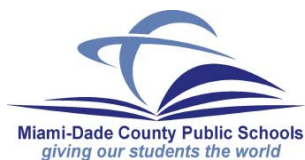
DO NOT INCLUDE “TO BE SCORED” MATERIALS IN ANY COUNT ABOVE.

Test Chairperson’s Signature: _____ **Date:** _____

Place this completed form in Box #1 of the “Not To Be Scored” materials. Retain a copy of the completed form at the school for one year following the administration date.

DUPLICATE AS NEEDED

FM-6678 (01-08)



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 to Student Assessment and Educational Testing via fax to 305- 995-7522 no later than March 28, 2008.

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
<input type="checkbox"/></p> | <p>No
<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 booklets 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>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 teELLshone 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 printed. 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 bubbled 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					I 7 17 27	6 6 6 6 6 6	6 6 6 6 6 6
7 7 7 7 7 7 7					J 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 10.

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, or Ms. Diann Avila, Educational Specialist
 Student Assessment and Educational Testing
 1500 Biscayne Boulevard, Suite 225
 Mail Code: 9023
 Phone Number: 305- 995-7520
 Fax Number: 305- 995-7522
 Email: MCabeza@dadeschools.net
 or DAvila@dadeschools.net

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

Ms. Magaly Hernandez, Supervisor I
 Test Distribution Center (TDC)
 13135 S.W. 26 Street
 Mail Code: 9038
 Phone Number: 305- 995-3743
 Fax Number: 305- 995-3963
 Email: mrhernandez@dadeschools.net

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

REGIONAL CENTERS DROP-OFF LOCATIONS (Non-Reading First Schools)*

REGIONAL CENTER I	REGIONAL CENTER II	REGIONAL CENTER III
REGIONAL Center Office 733 E. 57 Street Hialeah, Fl. 33013 305-687-6565 Testing contact person: Ms. Ileana Roman	REGIONAL Center Office 1515 N.W. 167 Street, Suite 300 Miami, Fl. 33169 305-624-8802 Testing contact person: Ms. Tayloria Hankerson	REGIONAL Center Office 1080 LaBaron Drive Miami Springs, Fl. 33166 305-883-0403 Testing contact person: Ms. Karelys Hernandez

REGIONAL CENTER IV	REGIONAL CENTER V	REGIONAL CENTER VI
REGIONAL Center Office 2201 S.W. 4 Street Miami, Fl. 33135 305-642-7555 Testing contact person: Ms. Constance McGill	Test Distribution Center (TDC) 13135 S.W. 26 Street Miami, Fl. 33175 305-995-3743 Testing contact person: Ms. Magaly Hernandez	REGIONAL Center Office 698 N. Homestead Blvd. Suite 200 Homestead, Fl. 33033 305-246-5934 Testing contact person: Ms. Yolanda Mendez

**Reading First* Schools must drop off materials at TDC.