

Miami-Dade County Public Schools

**Guidelines for the *APRENDA*
La Prueba De Los Logros en Espanol,
Segunda Edicion
(APRENDA II)
FOR USE IN THE PLAN B GIFTED PROGRAM**



2014-2015

**Assessment, Research, and Data Analysis
Student Assessment and Educational Testing**

Miami-Dade County Public Schools

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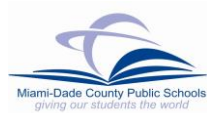


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**APRENDA: LA PRUEBA DE LOGROS EN ESPAÑOL, SEGUNDA EDICIÓN
(APRENDA II), FOR PLAN B GIFTED TESTING,
2014-2015**

INTRODUCTION

The *Aprenda™ La prueba de los logros en español segunda edición (Aprenda II)* tests are standardized achievement tests in Spanish that are used by the District to determine eligibility for placement into the Gifted Program under the *District Plan to Increase the Participation of Underrepresented Students in ESE Gifted Programs (Plan B)* for students who:

- Speak, read, and write in Spanish; and
- Are classified as English Language Learners (ELLs) Levels I, II, III, and IV.

To obtain valid norm-referenced test scores, it is important that appropriate procedures are followed. These procedures include:

- Administration of the appropriate test levels and subtests for the grade level and time of year;
- Adherence to directions; and
- Maintenance of security.

Whenever possible, it is recommended that additional criteria (e.g., grades earned, courses completed, and teacher judgment) be used in conjunction with the *Aprenda II* for determination of student eligibility and appropriate student placement.

SCHEDULE OF ACTIVITIES

The *Aprenda II* is not administered to all eligible students at one time districtwide. Instead, it is administered to students on an as-needed basis. Test levels and qualifying scores vary, depending on the administration date, according to the following schedule:

Fall Testing	August 18, 2014 – November 28, 2014
Mid-Year Testing	December 1, 2014 – February 27, 2015
Spring Testing	March 2, 2015 – May 22, 2015

Please note that norms are not available for the conversion of student scores during the summer; therefore, all testing with the *Aprenda II* must be completed between August 18, 2014 and May 22, 2015.

STUDENTS TO BE TESTED

The *Apranda II* is used throughout the school year to determine eligibility for placement into the Gifted Program, Plan B, for Spanish-speaking English Language Learners (ELLs) in grades K-12. Students are administered the Reading and Mathematics subtests that are appropriate to the student's grade level and the time of year. Please note that the *Apranda II* may not be used for Kindergarten students until the mid-year testing window.

Accommodations and Modifications

Appropriate accommodations **must** be provided to students who have an active Individual Educational Plan (IEP) or Section 504 plan. These accommodations must be allowable within the guidelines for the specific testing program.

PREPARING FOR TESTING

Determining Appropriate Tests to be Administered

Tables 1, 2, and 3 are to be used to determine the appropriate test level and subtests, according to grade level and time of year. Select the appropriate table corresponding to the testing time period. Locate the student's grade and follow across the table to identify: the test level and subtests to be administered, and the number of items and testing time for each subtest. This is a timed test and it is necessary to adhere to the specified testing time for each subtest.

The testing windows for 2014-2015 are as follow:

- Table 1 corresponds to the fall testing period: **August 18, 2014 – November 28, 2014.**
- Table 2 corresponds to the mid-year testing period: **December 1, 2014 – February 27, 2015.**
- Table 3 corresponds to the spring testing period: **March 2, 2015 – May 22, 2015.**

Required Materials

The *Aprenda II* materials will be issued to schools only upon request. *Aprenda II* test materials may be requested by calling the Test Distribution Center (TDC), at 305-995-3743. When not in use, test materials must be stored at the school securely or returned to TDC.

The following is a list of materials needed to administer and score the test.

- **Directions for Administering (DFA)** – The DFA provides all the information needed to administer the test and must be reviewed prior to testing. Scripts for the complete battery of tests will be in the DFA; please select the script that matches the subtest being administered.
- **List of Correct Responses** – The answer key used to hand score the completed test.
- ***Aprenda™ La Prueba de Los Logros en Español Segunda Edición*** – This booklet contains sample items and the test questions. There are different test levels for each grade and for the time of the year. Check to be sure that you have the appropriate level for the grade of the student and for the time of year. Test booklets for levels Preprimer and Primary 1-3 are consumable and students will record answers directly in the test booklet.
- ***Documento Combinado de Respuestas*** – This is the student’s answer booklet used for students taking the Intermediate 1-3 and Advanced Test Level of the *Aprenda II*.

The *Aprenda II* test materials are **copyrighted** by Pearson Education and therefore, **may not be duplicated** in any form. In order to ensure valid test results, it is important that all testing materials be secure before, during, and after the administration of the test.

Planning

- The best times for testing are Tuesday through Thursday, in the morning. If at all possible, avoid testing students on Mondays, on Fridays, and after lunch.
- The *Aprenda II* may be administered to students in a group or individually; however, the same standardized testing procedures must be followed (e.g., the sample item(s) must be read to the student).
- Different grade levels should be tested in separate groups. Remember that there are different directions, different sample items, and different time limits for each level of the test.

- You may schedule either one or two subtests a day. If two subtests are to be administered on one day, be sure to schedule a break between subtests. Each subtest must be administered in its entirety.

ADMINISTERING THE TEST

The accuracy and validity of the test results will depend on the extent to which standardized testing conditions are maintained. The test administrator should familiarize himself or herself with the *Appendix II: Directions for Administering (DFA)*.

Directions for Administration

- Read the directions directly as they are written in the *Directions for Administering* for each subtest.
- Students **may not** use dictionaries or other reference materials during the test.
- The length of time allowed for the test is **not** announced. However, if students inquire, they may be told the stopping time.
- **Do not** give a direct answer when a student asks if his or her answer to a particular question is correct. Use some neutral response such as, “*Mark the one you think is correct and continue.*”
- Discourage students from making random marks. Consistent random marking by a student, after you have prompted him or her to focus on the test, is grounds for invalidation of the test.
- Students may use an uncalibrated or blank ruler or plain bookmark to assist them in keeping their place on the answer sheet.
- Students in grades K–3 mark their answers in the test booklet. Students in grades 4 and above use an answer sheet. Do not permit students in grades 4 and above to mark in the test booklets.
- Although random marking is to be discouraged, students should mark all items for which they can select a reasoned response. Do not use the term “*guessing,*” which frequently implies random marking.
- Double check that you are administering the appropriate level of the test and subtest before you begin testing.

Time Limits

- Adhere to the time limits is required. A timepiece with a second hand or a stopwatch is necessary to assure accurate timing.
- Time limits may **never** be extended.
- Testing may be stopped early if the students have finished before the scheduled time.
- Testing may be stopped early if the students are exhibiting non-adaptive behavior or are not compliant with the testing directions. In this event, refer to the section entitled “Invalidations” on pages 5-6.

Accommodations

- **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.
- **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.
- **Dictionary:** The *Aprénda II* is a standardized assessment in Spanish. Therefore, dictionaries are NOT permitted as an appropriate accommodation.

Proctoring the Test

- Be sure that the students are following the directions. Additional instructions may be given to students who seem confused, but **do not** give help on specific questions.

Invalidations

- Careful planning prior to the administration of the test can reduce the likelihood of invalidations.
- Circumstances may occasionally require invalidation of part or all of a student’s test. Based on professional judgment, invalid testing may include, but is not limited to, the following:

1. Student refusal or non-cooperation;
2. Student illness during testing;
3. Student cheating; and
4. Inappropriate test administration.

In the event that a student's answer document must be invalidated, you will need to mark the answer document "INVALID"; notify your school's test chairperson, and contact Student Assessment and Educational Testing, at 305-995-7520.

You **may not re-administer** a subtest that was invalidated.

SCORING

Use the appropriate level of the "List of Correct Responses" to score the student's test. After scoring the subtests, verify the number correct for each subtest administered. All number correct scores must be converted to percentile rank scores.

Schools may obtain percentile rank scores for the *Aprenda II* by faxing the test information for each student to 305-995-7522, or mailing to Location 9023, Student Assessment and Educational Testing. **Note: Do not email confidential student information.** Include the following information to request conversion to percentile ranks:

1. The student's name, 7-digit ISIS ID#, and grade level;
2. The test level that was administered;
3. The date the student was tested; and
4. The number correct (raw score) obtained on each subtest.

Converted rank scores for the *Aprenda II* will be returned to the school via confidential fax for each student tested.

DETERMINATION OF ELIGIBILITY FOR THE GIFTED PROGRAM, PLAN B – *APRENDA II*

Questions regarding the criteria for the Gifted Plan B eligibility should be addressed to the Division of Advanced Academic Programs, at 305-995-1934.

TABLE 1
APRENDA LA PRUEBA DE LOS LOGROS EN ESPAÑOL, SEGUNDA EDICIÓN
(APRENDA II)
FALL TESTING: AUGUST 18 – November 28, 2014

Grade	Test Level	Subtest	Number of Items	Testing Time in Minutes
K	N/A*	N/A	N/A	N/A
1	Preprimario (Preprimer)	Lectura de oraciones (Sentence Reading)	30	30
		Matemáticas (Mathematics)	40	30
2	Primario 1 (Primary 1)	Comprensión de lectura (Reading Comprehension)	40	40
		Matemáticas: Resolución de problemas (Mathematics: Problem Solving)	44	50
3	Primario 2 (Primary 2)	Comprensión de lectura (Reading Comprehension)	40	40
		Matemáticas: Resolución de problemas (Mathematics: Problem Solving)	46	50
4	Primario 3 (Primary 3)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas: Resolución de problemas (Mathematics: Problem Solving)	46	50
5	Intermedio 1 (Intermediate 1)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas: Resolución de problemas (Mathematics: Problem Solving)	48	50
6	Intermedio 2 (Intermediate 2)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas: Resolución de problemas (Mathematics: Problem Solving)	48	50
7	Intermedio 3 (Intermediate 3)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas: Resolución de problemas (Mathematics: Problem Solving)	48	50
8	Intermedio 3 (Intermediate 3)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas: Resolución de problemas (Mathematics: Problem Solving)	48	50
9	Avanzado (Advanced)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas (Mathematics)	48	45
10	Avanzado (Advanced)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas (Mathematics)	48	45
11	Avanzado (Advanced)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas (Mathematics)	48	45
12	Avanzado (Advanced)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas (Mathematics)	48	45

* Please note that the Preprimario Level of the Aprenda II is used for first grade in the first semester (fall). The Aprenda II may not be used for Kindergarten students until Mid-Year.

TABLE 2
APRENDA LA PRUEBA DE LOS LOGROS EN ESPAÑOL, SEGUNDA EDICIÓN
(APRENDA II)
MID-YEAR TESTING: DECEMBER 1, 2014 – February 27, 2015

Grade	Test Level	Subtest	Number of Items	Testing Time in Minutes
K	Preprimario (Preprimer)	Lectura de oraciones (Sentence Reading)	30	30
		Matemáticas (Mathematics)	40	30
1	Primario 1 (Primary 1)	Comprensión de lectura (Reading Comprehension)	40	40
		Matemáticas: Resolución de problemas (Mathematics: Problem Solving)	44	50
2	Primario 2 (Primary 2)	Comprensión de lectura (Reading Comprehension)	40	40
		Matemáticas: Resolución de problemas (Mathematics: Problem Solving)	46	50
3	Primario 3 (Primary 3)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas: Resolución de problemas (Mathematics: Problem Solving)	46	50
4	Intermedio 1 (Intermediate 1)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas: Resolución de problemas (Mathematics: Problem Solving)	48	50
5	Intermedio 2 (Intermediate 2)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas: Resolución de problemas (Mathematics: Problem Solving)	48	50
6	Intermedio 3 (Intermediate 3)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas: Resolución de problemas (Mathematics: Problem Solving)	48	50
7	Intermedio 3 (Intermediate 3)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas: Resolución de problemas (Mathematics: Problem Solving)	48	50
8	Intermedio 3 (Intermediate 3)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas: Resolución de problemas (Mathematics: Problem Solving)	48	50
9	Avanzado (Advanced)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas (Mathematics)	48	45
10	Avanzado (Advanced)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas (Mathematics)	48	45
11	Avanzado (Advanced)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas (Mathematics)	48	45
12	Avanzado (Advanced)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas (Mathematics)	48	45

TABLE 3
APRENDA LA PRUEBA DE LOS LOGROS EN ESPAÑOL, SEGUNDA EDICIÓN
(APRENDA II)
SPRING TESTING: MARCH 2 – MAY 22, 2015

Grade	Test Level	Subtest	Number of Items	Testing Time in Minutes
K	Preprimario (Preprimer)	Lectura de oraciones (Sentence Reading)	30	30
		Matemáticas (Mathematics)	40	30
1	Primario 1 (Primary 1)	Comprensión de lectura (Reading Comprehension)	40	40
		Matemáticas: Resolución de problemas (Mathematics: Problem Solving)	44	50
2	Primario 2 (Primary 2)	Comprensión de lectura (Reading Comprehension)	40	40
		Matemáticas: Resolución de problemas (Mathematics: Problem Solving)	46	50
3	Primario 3 (Primary 3)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas: Resolución de problemas (Mathematics: Problem Solving)	46	50
4	Intermedio 1 (Intermediate 1)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas: Resolución de problemas (Mathematics: Problem Solving)	48	50
5	Intermedio 2 (Intermediate 2)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas: Resolución de problemas (Mathematics: Problem Solving)	48	50
6	Intermedio 3 (Intermediate 3)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas: Resolución de problemas (Mathematics: Problem Solving)	48	50
7	Intermedio 3 (Intermediate 3)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas: Resolución de problemas (Mathematics: Problem Solving)	48	50
8	Intermedio 3 (Intermediate 3)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas: Resolución de problemas (Mathematics: Problem Solving)	48	50
9	Avanzado (Advanced)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas (Mathematics)	48	45
10	Avanzado (Advanced)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas (Mathematics)	48	45
11	Avanzado (Advanced)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas (Mathematics)	48	45
12	Avanzado (Advanced)	Comprensión de lectura (Reading Comprehension)	54	50
		Matemáticas (Mathematics)	48	45