

Stanford10.com

Stanford 10 – Trusted and Reliable Testing
Guide Teaching and Learning Toward High Academic Standards

PEARSON

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**Meeting Student Needs with
the Stanford 10**

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**Why use the Stanford
10 or any assessment
for that matter?**

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Norm-Referenced Test




- Features of a Norm-Referenced Test
 - Used to make comparisons between individual student performance and the results of a reference group
 - Access to true national comparisons, presented in National Percentile Ranks and other easy-to-compare measures
- Value of a Norm-Referenced Test
 - Understand where student performance falls in the continuum of the national reference group
 - Improve instruction and identify student needs

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Criterion-Referenced Test




- Features of a Criterion-Referenced Test
 - Aligned to a set of performance standards
 - Used to determine an individual student's level of mastery of pre-determined standards
- Value of a Criterion-Referenced Test
 - Identify a student's overall performance level
 - Meet federal requirements for accountability under No Child Left Behind (NCLB)

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Standards-Based Test



- Features of a Standards-Based Test
 - Incorporates elements of Norm-Referenced and Criterion-Referenced Assessments
 - Normed to a reference group AND aligned to a set of performance standards
- Value of a Standards-Based Test
 - Report standards-based information, performance levels, and percentile rank information
 - Help students achieve higher standards

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The Value of Stanford 10



- The standard for national norm-referenced achievement testing for over 80 years
- Norm-Referenced AND Standards-Based
- Test questions assess all core content areas:
 - Reading, Mathematics, Language, Spelling, Listening, Science, and Social Science
- Used by
 - **Administrators** to evaluate progress toward meeting content standards and high expectations
 - **Teachers** to identify and help children at risk of being left behind
 - **Parents** to understand what their children know and can do and how they can help

Stanford10 Standards Connection



- National Assessment of Educational Progress (NAEP)
- International Reading Association (IRA) and National Council of Teachers of English (NCTE) Standards
- National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics (PSSM)
- State Academic Standards
- National Research Council (NRC) Science Education Standards
- American Association for the Advancement of Science (AAAS) Benchmarks for Science Literacy
- National Council for the Social Studies (NCSS) Curriculum Standards for Social Studies
- Standards for Educational and Psychological Testing
- Code of Fair Testing Practices in Education

Stanford 10 Features



- 13 test levels: Kindergarten through Grade 12
- Midyear-to-midyear test configuration
 - Grade-appropriate content with different test levels for fall and spring administration
- Easy-hard-easy item format that encourages students
- Untimed test administration
- Braille and Large Print editions
- Lexile® Measure of reading levels
- Support materials for teachers, parents, and students
- Complete and abbreviated batteries available

Stanford 10 Test Design



- Full-color testing materials
 - Realistic, clear, and explicit illustrations
 - Materials that resemble instructional materials
 - Pages that are motivating and engaging to students
- Easy-to-navigate materials
 - Carefully designed with input from teachers, administrators, and students
 - Framed questions to focus students on all relevant information
 - Clear, consistent, uncluttered design

What is Tested?



- Test questions assess all core content areas:
 - Reading
 - Mathematics
 - Language
 - Spelling
 - Listening
 - Science
 - Social Science

Word Study Skills



- Structural Analysis
 - Compound Words
 - Morphemes
- Phonetic Analysis-Consonant Sounds
 - Single Consonant Sounds
 - Consonant Blends
 - Consonant Digraphs
- Phonetic Analysis-Vowel Sounds
 - Long Vowel Sounds
 - Short Vowel Sounds
 - Other Vowel Sounds

Reading Comprehension



- Literary
- Informational
- Functional
 - Initial Understanding
 - Interpretation
 - Critical Analysis
 - Strategies

Mathematics Problem Solving



- Number Sense and Operations
- Patterns, Relationships and Algebra
- Data, Statistics, and Probability
- Geometry and Measurement
 - Communication and Representation
 - Mathematical Connections
 - Estimation
 - Reasoning and Problem Solving


Mathematics Procedures



- Content Clusters
 - Computation with Whole Numbers
 - Computation with Decimals
 - Computation with Fractions
- Process Clusters
 - Computation in Context
 - Computation with Symbolic Notation

Spelling

- Content Clusters
 - Homophones
 - Phonetic Principles
 - Structural Principles
 - No Mistake




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Language

- Language Mechanics
 - Capitalization
 - Usage
 - Punctuation
- Language Expression
 - Sentence Structure
 - Prewriting
 - Content and Organization




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Science

- Life
- Physical
- Earth
- Nature and Science
 - Models
 - Constancy
 - Form and Function



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Social Science

- History
- Geography
- Political Science
- Economics
 - Application of Knowledge and Comprehension
 - Organization, Summarization, and Interpretation of Information
 - Determination of Cause and Effect

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Listening


- Vocabulary
- Comprehension
 - Literary
 - Informational
 - Functional
 - Initial Understanding
 - Interpretation
 - Analysis
 - Strategies

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Stanford 10 Testing Modalities

- Paper/Pencil
- or
- Online



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Paper/Pencil



- Easy-to-navigate materials
- Carefully designed with input from teachers, administrators, and students
- Framed questions to focus students on all relevant information
- Clear, consistent, uncluttered design

- Full-color testing materials
 - Realistic, clear, and explicit illustrations
 - Materials that resemble instructional materials
 - Pages that are motivating and engaging to students



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Online

Recommended Levels for Stanford 10 Online

RECOMMENDED LEVELS		
Grade	Fall	Spring
3		Primary 3
4	Primary 3	Inter. 1
5	Inter. 1	Inter. 2
6	Inter. 2	Inter. 3
7	Inter. 3	Adv. 1
8	Adv. 1	Adv. 2
9	Adv. 2 or TASK 1*	Adv. 2 or TASK 1*
10	TASK 2	TASK 2
11	TASK 3	TASK 3
12	TASK 3	TASK 3



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Benefits of Online Testing

- Determine student results in real time
- Engaging for students
- Ease & flexibility of online administration
 - Flexibility to administer to various grade levels at one time
 - Flexibility in administering any combination of subtests over multiple days (SAT 10)
- Cost Effective
 - No physical commitment on the part of the school to store, distribute, organize and ship test booklets or answer documents
 - Pay for only what you need when you need it



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Benefits of Online Reporting



- Immediate and reliable data
- Data available immediately allowing for effective placement and instructional planning rather than weeks
- English and Spanish version of home reports are available
- Green and environmentally friendly
 - Eliminates the need to store, organize and distribute results
 - Saves paper by printing needed reports on demand or distribute digitally

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Everything needed to test is included!



- All Inclusive
 - Directions for Administering
 - Frequently Asked Questions (FAQs)
 - Practice Tests
 - Online technical support
 - Tutorials
 - Implementation services
 - Tests
 - Automated system check
 - Tools
 - Secure Pearson browser
 - Reports
 - Online report training

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What Information Do You Receive?



Scores

- Raw Scores
- Derived Scores
 - Scaled Scores (show growth over time)
 - Individual Percentile Ranks
 - Individual Stanines
 - Group Percentile Ranks and Stanines
 - Normal Curve Equivalents
 - Grade Equivalents

- Content and Process Cluster information
- Lexile Measure (Reading Level)



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Results Online



STUDENTS

- What do we change?
- With which concepts or skills did students struggle or excel?


- What do we change to?
- What materials/methods that have been used in the past would be most beneficial in learning these concepts/skills?

- How do we come about the change?
- Who is responsible for making this happen?
- What kind of support is needed in utilizing these methods/materials?



CURRICULUM

- What do we change?
- To what extent does/is the curriculum:
 - Standards-based
 - Use a variety of instructional techniques
 - Provide inquiry into authentic questions generated from student experience
 - Actively engage the learner
 - Develop a deeper understanding of concepts
 - Provide opportunities for students to communicate
 - Provide for multiple assessments that allow students to communicate their own learning
- What do we change to?
- What other resources (curricular, technological, assessment) did you use and how did those resources help your students understand the concepts/skills?
- How do we come about the change?
- What kind of funding and approval process will be needed for acquiring these resources?
- Who are the individuals involved in this acquisition?



INSTRUCTION


- What do we change?
- What modifications/differentiations to the lesson were made and why were they necessary?

- What do we change to?
- What other strategies/methods (curricular, technological, assessment) did you use and how did those strategies help your students understand the concepts/skills?
- With which parts of the concepts/skills do your students still need more help?

- How do we come about the change?
- What kind of support do you need in implementing any of the components or teaching any of these concepts/skills?
- If so, who do you ask?

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Stanford 10 Support Materials


- Compendium of Instructional Standards
 - Describes the *Stanford 10* structure and test content

- *Guide for Classroom Planning*
 - Show teachers how to interpret and use *Stanford 10* test results

- *Understanding Test Results*
 - Explains to parents and older students how to interpret results

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Three Instructional Payoffs

- *More Accurate Task Analysis*
- *Clearer Explanations*
- *More Appropriate Activities*

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