



Stanford 10

– Trusted and Reliable Testing



› Relevant content built to maximize information and guide instruction

Student strengths and weaknesses are easily identified, leading to effective placement and instructional planning. In addition, each item in *Stanford 10* is designed to measure up to four achievement parameters including a content cluster, a process cluster, a cognitive level, and an instructional standard. Test items assess all the core content areas.

› Unique, friendly design to help students do their best

Stanford 10 has been designed to help students focus and navigate through the test with its uncluttered layout, framed questions, and easy-to-follow answer document. Students enjoy the realistic full-color illustrations, minimizing stress on test day.

› Content based on state and national standards

Stanford 10 content, which includes reading, mathematics, language, spelling, listening, science, and social science, reflects state and national standards. The expert development team carefully examined curricula and best instructional practices.

Science

1 Each picture shows connections between a light bulb and a battery. Which connection could light the bulb?

2 The habitat in the picture was made for a pet frog. What else will the frog need to survive?

3 Which part of this cell tells you that it is a plant cell?

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Samples are representative of *Stanford 10* Intermediate 2 Level materials.



Stanford 10

– Trusted and Reliable Testing

> The standard of achievement testing for over 80 years

- Valid and reliable evaluations trusted by the education community
- Peer-reviewed and scientifically based content and normative standards
- 2002 and 2007 norm-referenced scores, based on a national K-12 population
- Grade-appropriate content that reflects state and national standards
- Easy-hard-easy question format – items arranged to facilitate student engagement and test completion
- Materials to support interpretation and parent communication

> Insightful and flexible reports to guide planning and analysis

Stanford 10 reports have been designed to provide greater insight into a student's performance. Narrative summaries, process and cluster summaries, and graphic displays clarify the test results. Reports in English and Spanish are available for the home, student, group, school, and district levels. Administrators and teachers will obtain reliable data to evaluate progress toward meeting the challenges set forth by the No Child Left Behind Act and national and state standards. Teachers will be able to identify and help children who are at risk of being left behind.

Student Report | FIRSTNAME M LASTNAME

TEACHER: SAMPLE TEACHER GRADE: 04
 SCHOOL: SAMPLE SCHOOL - 0000000000 AGE: 09 Yrs 08 Mos
 DISTRICT: SAMPLE DISTRICT TEST DATE: 04/08 STUDENT NO.: 0000000000

National Comparison

with Otis-Lennon School Ability Test[®], Eighth Edition

About This Student's Performance:
 Firstname recently took the Stanford Achievement Test, Tenth Edition (Stanford 10). This test is one measure of the student's achievement. This report compares this student's performance to students in the same grade across the nation. Percentile Bands show ranges within which this student's true scores likely fall. For example, a student whose Percentile Band spans the 70th percentile performed as well as or better than 70% of students nationally in that subject-but not as well as 30% of students.

The chart below shows this student's performance in each subject area tested.

Subtests and Totals	Number Possible	Number Correct	Scaled Score	National PR-S	National NCE	AAC Range	National Grade Percentile Bands					
							1	10	30	50	70	90
Total Reading	114	52	639	59-5	55.9	MIDDLE						
Word Study Skills	30	25	664	76-6	64.9	HIGH						
Reading Vocabulary	30	22	627	48-5	41	MIDDLE						
Reading Comprehension	54	35	634	51	51	MIDDLE						
Total Mathematics	80	46	633	64-6	57	HIGH						
Mathematics Problem Solving	13	7	623	52	52	MIDDLE						
Mathematics Process	2	2	650	74-6	63	HIGH						
Language	3	2	611	44-1	44.1	MIDDLE						
Language (Spanish)	1	1	511	46-5	47.9	MIDDLE						
Language (French)	1	1	511	46-5	47.9	MIDDLE						
Language (Mandarin)	1	1	511	46-5	47.9	MIDDLE						
Language (Vietnamese)	1	1	511	46-5	47.9	MIDDLE						
Language (Arabic)	1	1	511	46-5	47.9	MIDDLE						
Social Science	40	22	659	49-5	49.7	MIDDLE						
Listening	40	22	659	49-5	49.7	MIDDLE						
Thinking Skills	196	122	623	56-5	53.2	MIDDLE						
Basic Skills	322	218	NA	57-5	53.6	MIDDLE						
Content Mastery	402	270	NA	56-5	53.3	MIDDLE						

Lexile measure = 730L
 Information on the use of Lexiles can be found at www.PearsonLexile.com.
 Lexiles used with permission.

Review Achievement/Ability Comparisons (AACs) when Stanford 10 is administered with the Otis-Lennon School Ability Test, Eighth Edition.

A Lexile measure is available to provide an easy way to match students to appropriate reading materials.

Teachers get specific information about skills tested.

Clusters	NP	NA	NC	Below Avg	Avg	Above Avg	Clusters	NP	NA	NC	Below Avg	Avg	Above Avg	Clusters	NP	NA	NC	Below Avg	Avg	Above Avg
Structural Analysis	12	12	10	✓	✓	✓	Computation with Whole Numbers	18	18	14	✓	✓	✓	Form & Function	20	20	16	✓	✓	✓
Phonetic Analysis-Consonants	9	9	9	✓	✓	✓	Computation with Decimals	8	8	6	✓	✓	✓	Thinking Skills	40	40	22	✓	✓	✓
Phonetic Analysis-Vowels	9	9	7	✓	✓	✓	Computation with Fractions	8	8	6	✓	✓	✓	Social Science	40	40	22	✓	✓	✓
Reading Vocabulary	30	30	22	✓	✓	✓	Computation in Context	16	16	13	✓	✓	✓	History	10	10	6	✓	✓	✓
Synonyms	12	12	8	✓	✓	✓	Computation/Symbolic Notation	16	16	13	✓	✓	✓	Geography	10	10	6	✓	✓	✓
Multiple Meaning Words	9	9	5	✓	✓	✓	Capitalization	16	16	13	✓	✓	✓	Political Science	10	10	6	✓	✓	✓
Context Clues	9	9	8	✓	✓	✓	Language Mechanics	8	8	7	✓	✓	✓	Economics	10	10	6	✓	✓	✓
Thinking Skills	18	18	13	✓	✓	✓	Usage	8	8	7	✓	✓	✓	App. of Knowledge/Comp.	14	14	7	✓	✓	✓
Functional	54	54	30	✓	✓	✓	Punctuation	8	8	5	✓	✓	✓	App. of Science & Integ. of Info.	15	15	7	✓	✓	✓
Informational	18	18	12	✓	✓	✓	Language Expression	24	24	15	✓	✓	✓	Determination of Cause/Effect	11	11	8	✓	✓	✓
Initial Understanding	18	18	13	✓	✓	✓	Sentence Structure	8	8	4	✓	✓	✓	Thinking Skills	40	40	22	✓	✓	✓
Interpretation	12	12	11	✓	✓	✓	Prewriting	5	5	3	✓	✓	✓	Vocabulary	10	10	3	✓	✓	✓
Strategies	20	20	12	✓	✓	✓	Content and Organization	11	11	6	✓	✓	✓	Comprehension	30	30	19	✓	✓	✓
Critical Analysis	10	10	4	✓	✓	✓	Language	12	12	6	✓	✓	✓	Initial Understanding	8	8	6	✓	✓	✓
Thinking Skills	10	10	4	✓	✓	✓	Spelling	40	40	30	✓	✓	✓	Interpretation	12	12	7	✓	✓	✓
Mathematics Problem Solving	48	48	30	✓	✓	✓	Phonetic Principles	18	18	14	✓	✓	✓	Analysis	7	7	4	✓	✓	✓
Number Sense & Operations	24	24	16	✓	✓	✓	Structural Principles	10	10	7	✓	✓	✓	Strategies	3	3	2	✓	✓	✓
Patterns/Relationships/Algebra	6	6	6	✓	✓	✓	No Nonsense	7	7	7	✓	✓	✓	Interpretation	10	10	7	✓	✓	✓
Data/Statistics/Probability	6	6	6	✓	✓	✓	Homophones	5	5	2	✓	✓	✓	Listening	40	40	22	✓	✓	✓
Geometry & Measurement	10	10	4	✓	✓	✓	Science	40	40	30	✓	✓	✓	Comprehension	30	30	19	✓	✓	✓
Communication & Representation	6	6	2	✓	✓	✓	Life	11	11	9	✓	✓	✓	Initial Understanding	8	8	6	✓	✓	✓
Estimation	8	8	5	✓	✓	✓	Physical	11	11	6	✓	✓	✓	Interpretation	12	12	7	✓	✓	✓
Mathematical Connections	21	21	13	✓	✓	✓	Earth	11	11	10	✓	✓	✓	Analysis	7	7	4	✓	✓	✓
Reasoning & Problem Solving	13	13	10	✓	✓	✓	Nature of Science	7	7	5	✓	✓	✓	Strategies	3	3	2	✓	✓	✓
Thinking Skills	40	40	29	✓	✓	✓	Models	14	14	11	✓	✓	✓	Interpretation	10	10	7	✓	✓	✓
							Consistency	13	13	10	✓	✓	✓	Listening	40	40	22	✓	✓	✓

STANFORD LEVEL FORM: INTERMEDIATE 1/A
 2007 NORMS: Spring National OLSAT LEVEL FORM: E/5
 2002 NORMS: Spring National C = Content Cluster P = Process Cluster
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