



Dakota STEP

Directions for Administering



2010

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 11

PEARSON

TEST ADMINISTRATOR CHECKLIST OF ACTIVITIES

Before test administration

- Attend a training session provided by your Test Coordinator.
- Review this manual and any specific instructions provided by your Test Coordinator.
- Follow your school's testing schedule.
- Inform students of scheduled testing dates and times.
- Arrange for appropriate physical conditions for testing.
- Arrange for the provision of testing accommodations (if applicable).
- Assemble the materials needed for testing.
- Ensure that you have received all necessary test materials from your Test Coordinator.
- Ensure that pre-ID labels are applied and/or that student information is completed accurately prior to the first test administration.
- Calculator use is permitted at all grade levels (including grade 3). Refer to the *Guidelines for Calculator Use* section for specific information regarding the types of calculators that can be used with modifications and those that are prohibited for use on the tests.

During test administration

- Follow all directions as stated in these *Directions for Administering*.
- Maintain test security before, during, and after each testing session.

After test administration

- Inspect and organize students' test materials.
- Complete student classification, accommodation(s), and test completion status if applicable.
- Return ALL test materials to your Test Coordinator.

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IMPORTANT CHANGES FOR THE 2010 ADMINISTRATION

Significant changes have been made that affect both the test materials and test administration of the spring 2010 administration of the *South Dakota State Test of Educational Progress (Dakota STEP)*. Please review these *Directions for Administering* carefully to ensure that you are familiar with these changes prior to the first day of testing. If you have any questions or concerns about the test administration, please contact your District or School Test Coordinator.

Directions for Administering

- **There is one manual to be used for administering all grade levels of the test.** These *Directions for Administering* have been modified to include all grade levels tested (grades 3–8 and 11) in one manual. Refer to the grade-specific sections of this manual for directions and sample items to be read aloud to students.

Student Test Materials

- **There are 4 unique test forms for each grade level of the test.** Students must use the same test booklet for **all** testing sessions in order for the items to be scored correctly. All students should write their name in the space provided on the test booklet cover and grid the appropriate form number of the test booklet they use throughout the test administration on the demographic page of their answer document.
- **Testing session breaks are clearly identified.** The Reading, Mathematics, and Science tests are each divided into separate testing sessions within the students' test booklets, answer documents, and these *Directions for Administering*.
- **Students may mark in their test booklets using a number #2 pencil.**

Test Administration

- **The South Dakota Department of Education (SDDOE) recommends that each content area or subtest** (Reading, Mathematics, and Science) **be administered on separate days.** Students are to be given a minimum of a 10–15-minute stretch break between each subtest session. These *Directions for Administering* and all student test materials are organized accordingly.
- **While the students are working, walk quietly around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they stop working once they have answered all of the questions. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.**

PREPARATION FOR TESTING

Student Participation

The *Dakota STEP* is the assessment system for accountability used to measure student proficiency and adequate yearly progress in South Dakota schools. The SDDOE requires the annual administration of the *Dakota STEP* to **ALL** students in grades 3 through 8 and 11. According to the *No Child Left Behind Act of 2001* (NCLB) and SDCL 13-3-55, schools are required to show improvement each year in student proficiency levels defined by the South Dakota Content Standards in Reading and Mathematics for grades 3–8 and 11, and in Science for grades 5, 8, and 11.

Test Security

It is important to follow all security measures before, during, and after each administration to ensure the integrity and validity of the assessment. All assessment materials must be kept in a secure location except when being utilized by students. Teacher/examiners are asked to report any questions/concerns regarding test security to the district’s testing coordinator.

The Test Coordinator should report any incident to the SDDOE utilizing the *Report of Test Irregularity* form available on page 63 of the *Test Coordinator Handbook* and on the SDDOE website at <http://doe.sd.gov/octa/assessment/documents/TestIrregularityForm2010.doc>.

Cell phones, iPods®, pagers, and other communication devices that can be used to transmit information and capture images must be turned off and kept out of view and reach during the test administration. Use of these devices during testing will result in an irregularity and possible invalidation of test scores.

Students’ backpacks and purses should be placed at a distance from students’ seats so they may not retrieve items without leaving their seats.

No school personnel should attempt to score or grade any student responses before returning test materials to Pearson for processing. It is unlawful and unethical to keep, photocopy, or otherwise reproduce any of the tests. After testing is completed, all secure test materials—used and unused—must be accounted for and returned to your Test Coordinator.

Questions or concerns regarding test security should be discussed with your District or School Test Coordinator. Any potential breach of test security should be reported immediately.

To report ethics violations anonymously, you may report through this secure website:

<http://www.surveymonkey.com/s/3YK9FJF>

PREPARATION FOR TESTING

Scheduling

The *Dakota STEP* is to be administered between the dates of March 29–April 16, 2010, including any makeup testing. Consult your Test Coordinator for the test administration schedule for your school.

The SDDOE recommends that each content area or subtest (Reading, Mathematics, and Science) be administered on separate days. This schedule allows schools to administer a test session to all students in a grade at one time or to administer a test session to students during regularly scheduled class periods.

- It is recommended that each test session is given in the order that it appears in the test booklet.
- Any test session started on a given day must be completed by the end of that day. Under extreme circumstances, a student may come back to complete a test session that he or she started on a previous day. If you encounter an extreme circumstance, please contact the SDDOE for guidance.
- It is recommended that students are to be given a minimum of a 10–15 minute stretch break between each testing session. These *Directions for Administering* and all student test materials are organized accordingly.

Approximate testing times are provided for planning purposes only. Take into consideration that the *Dakota STEP* consists of a series of untimed subtests. Students should be provided with as much time as they need to complete each test session.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Reading	2.3–3.0 hours						
First Session	35–45 min.	45–60 min.					
Second Session	35–45 min.	45–60 min.					
Third Session	35–45 min.	45–60 min.					
Fourth Session	35–45 min.	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	2.3–3.0 hours						
First Session	45–60 min.						
Second Session	45–60 min.						
Third Session	45–60 min.						
Science	N/A	N/A	1.8–2.3 hours	N/A	N/A	1.8–2.3 hours	1.8–2.3 hours
First Session	N/A	N/A	35–45 min.	N/A	N/A	35–45 min.	35–45 min.
Second Session	N/A	N/A	35–45 min.	N/A	N/A	35–45 min.	35–45 min.
Third Session	N/A	N/A	35–45 min.	N/A	N/A	35–45 min.	35–45 min.
Total	4.6–6.0 hours	4.6–6.0 hours	6.4–8.3 hours	4.6–6.0 hours	4.6–6.0 hours	6.4–8.3 hours	6.4–8.3 hours

PREPARATION FOR TESTING

Inform Students of Testing

Inform students in advance of scheduled testing dates and times, and remind students to bring sharpened No. 2 pencils to the testing sessions. Since some students will complete the test sessions early, Test Administrators, at their discretion, may suggest that students bring a book to read when they finish a test session.

Testing Environment

Arrange for rooms and seating well in advance of test administration. Generally, regular classrooms with groups no larger than usual provide the best testing environment. Adequate lighting, ventilation, freedom from noise and interruptions, comfortable seats and smooth, hard writing surfaces are important factors to consider when selecting a test site. The writing surfaces should be large enough to accommodate a test booklet and an answer document, and students should be seated in such a way that they will not be tempted to look at the answers of others. To avoid confusion, seating arrangements should be completed prior to test administration. If more than 25 students test in the same location, it is recommended that there be more than one proctor available during the test session.

To avoid interruptions during the testing sessions, make sure that students have had an opportunity to visit the restroom and to get a drink of water before beginning each test session. Post a “Testing—Do Not Disturb” sign on the door.

Test Materials

Tests for each grade are contained in a single test booklet. The grades 3, 4, 6, and 7 test booklets contain Reading and Mathematics subtests. The grades 5, 8, and 11 test booklets contain Reading, Mathematics, and Science subtests. All students in grades 3–8 and 11 mark their answers for all subtests on a separate answer document.

Immediately prior to the first testing session, all students must write their names on the front cover of their test booklets and answer documents to ensure that they receive the same test materials for all test sessions. Students must use the same test booklet and answer document for each test session.

You should receive the following materials in sufficient quantity from your Test Coordinator:

- Test booklets
- Answer documents
- *Directions for Administering*—for grades 3–8 and 11 (this booklet)

If you need additional materials, inform your Test Coordinator immediately.

PREPARATION FOR TESTING

Have a supply of No. 2 pencils with erasers available during the tests. Students must use only No. 2 pencils to mark their answers to the multiple-choice questions. Pens must not be used on any part of the test.

It is recommended by the SDDOE to ensure that students in grade 3 have a ruler with 1/4 inch markings and all other grade levels have rulers with 1/8 inch markings. That is not to say that grade 3 students cannot use a ruler with 1/8 inch markings, but the upper grades must have rulers with 1/8 inch markings. The rulers used on the assessment must be a standard ruler with no other manipulatives on the ruler.

Guidelines for Calculator Use

The SDDOE has approved the use of permissible calculators for students in all grade levels, including grade 3. Students may use permissible calculators throughout the Mathematics and Science testing sessions. **All students should have access to permissible calculators for use on the Mathematics and Science subtests and be familiar with the calculator they are to use prior to testing.**

Students may use any four-function, scientific, or graphing calculator, unless it has features described in the following *Prohibited* list. For models on the *Permitted with Modification* list, you will be required to modify some of the features of the calculators before they are used.

PROHIBITED Calculators

The following types of calculators are **prohibited**:

- pocket organizers
- handheld or laptop computers
- electronic writing pads or pen-input devices—*The Sharp EL9600 is permitted for use because it is not considered a pen-input device.*
- calculators built into cellular phones or other wireless communication devices
- calculators with a typewriter keypad (keys in QWERTY format)—*Calculators with letter keys not in QWERTY format are permitted.*
- calculators with built-in Computer Algebra Systems—**Prohibited** calculators in this category include **all** calculators in **all** of the following series:
 - Casio CFX-9970G and Algebrafx2.0 have built-in Computer Algebra Systems.
 - Texas Instruments TI-89 and TI-92 (including TI-92 Plus). All calculators in the Texas Instruments TI-92 series are prohibited because they have QWERTY (typewriter) keyboards and built-in Computer Algebra Systems.
 - Hewlett-Packard HP-40G and HP-49G. Calculators in the Hewlett-Packard HP-38G series and HP-48G series may be used only if the infrared communications port is covered with heavy, opaque material such as duct tape or electrician's tape.

Calculators PERMITTED WITH MODIFICATION

The following types of calculators are **permitted only if modified as noted**:

- calculators with paper tape—*Remove the tape.*
- calculators that make noise—*Turn off the sound feature.*
- calculators that can communicate wirelessly with other calculators—*Completely cover the infrared data port with heavy, opaque material such as duct tape or electrician's tape.*

PREPARATION FOR TESTING

Test Accommodations

Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities and students who are limited English proficient. Accommodations should be in place at least 5 weeks prior to test administration.

Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce learning expectations and should not give a false picture of what the students know and can do. The accommodations provided to a student must be the same for classroom instruction and assessments, though not all classroom accommodations are appropriate on a standardized assessment.

Appropriate accommodations vary according to the disability addressed by the IEP or Section 504 Plan. Three criteria are essential when considering an accommodation on the *Dakota STEP*:

- The accommodation provides the student the same opportunities in the testing situation as those students who require no accommodation. Hence, the accommodation allows the test scores to fairly and accurately reflect the student's achievement in the subject tested.
- The purpose of the test is not compromised by the accommodation. For example, the Reading passages cannot be read to a student because that negates the purpose of the test. However, the Mathematics test can be read to a student whose IEP specifies a reading disability. The primary purpose of the Mathematics test is to measure mathematics knowledge and skills, not reading.
- Test security is not compromised by the accommodation. All conditions pertaining to test security and the return of test materials after the test is administered still apply.

The following are examples of inappropriate accommodations that are not allowed because they undermine or negate the purpose of the *Dakota STEP*:

- Reading any of the Reading passages.
- Out-of-level testing—testing a grade 5 student with a grade 3 test.
- Teacher or proctor highlighting (or indicating in any way) key parts of passages or test questions for a student prior to or during the test administration.
- Teacher or proctor crossing out or eliminating one or more incorrect alternatives from multiple-choice questions.

Please refer to the Accommodations for Special Populations chart on page 10, which lists the allowable accommodations for the *Dakota STEP*. The accommodations are numbered 1 through 20 and correspond to Box 6—SUBJECTS FOR ACCOMMODATIONS on the demographic information page of students' answer documents. Following the test administration, Test Administrators are to grid the corresponding circle for each accommodation provided for each content area.

PREPARATION FOR TESTING

In rare instances, there may be accommodations provided that are not part of a student's IEP or 504 Plan that are utilized due to the nature of the test or testing situation, such as if a student was sick on the day of testing so was later tested individually. These accommodations should not be coded on the demographic page. Only accommodations documented on the IEP or 504 Plan that are provided should be coded. If there are any questions regarding the coding of accommodations, please contact your Test Coordinator.

Reading		Mathematics		Science		Accommodation Codes	Accommodations for Special Populations
IEP/504	LEP	IEP/504	LEP	IEP/504	LEP		Presentation Accommodations
✓		✓		✓		1	Large-print test booklets and/or answer documents
✓		✓		✓		2	Visual aids (magnifiers, templates)
✓		✓		✓		3	Sign language (ASL, cued speech)
		✓				4	Abacus for visually impaired VI students
✓		✓		✓		5	Braille test booklets
✓	✓	✓	✓	✓	✓	6	Test Items read aloud, including audiotape/cd and assistive technology (does NOT include <i>Reading Comprehension</i> passages)
✓	✓	✓	✓	✓	✓	7	Repeating and/or simplifying directions
✓		✓		✓		8	Amplification equipment (hearing aid, auditory trainer)
						9	N/A
		✓		✓		10	Talking calculators, provided the student is tested individually or with the use of headphones
							Response Accommodations
✓		✓		✓		11	Responses marked directly in test booklet or on large-print answer document, also includes oral, sign language, Braille, and recorded responses to test items (answers must be transcribed to a scorable answer document by scribe)
✓		✓		✓		12	Large-diameter pencil, pencil grip, special pencil or pen
	✓		✓		✓	13	Word to word glossaries
✓	✓	✓	✓	✓	✓	14	Visual organizers (i.e. templates, masks, markers, graph paper, rulers)
							Setting, Timing, and Scheduling Accommodations
✓	✓	✓	✓	✓	✓	15	Environmental modifications (i.e. special lighting, adaptive or special furniture, location with minimal distractions, noise buffers, carrels, special seating)
✓	✓	✓	✓	✓	✓	16	Small-group administration
✓	✓	✓	✓	✓	✓	17	Individual administration
✓		✓		✓		18	Home/Hospital Setting
✓	✓	✓	✓	✓	✓	19	Flexible schedules (i.e. time of day, multiple breaks, etc.)
						20	Other (with prior written approval from SDDOE)

PREPARATION FOR TESTING

Accommodations must be determined locally on an individual student basis. The student's IEP team makes the decision about any needed test accommodations. If you have questions about appropriate test accommodations or administering tests under special conditions, consult your Test Coordinator or local Special Education Director.

Read-Aloud Test Administration

It is imperative that Test Administrators and students participating in a read-aloud test administration utilize test booklets with the same form letter. If you are conducting a read-aloud administration, please consult with your Test Coordinator to ensure that you are provided with the correct testing materials. (Grid "6" in Box 6, "SUBJECTS FOR ACCOMMODATIONS.") Review the guidelines for Read-Aloud accommodations with your testing coordinator. Detailed information can be located in the *Test Coordinator's Handbook* beginning on page 38.

Test Administrators/readers should take some time to familiarize themselves with the test booklet prior to the first test session. However, all remaining requirements concerning test security still apply. Test instructions should be read to students before each test, just as they are for the standard administration. The teacher/examiner must not read the passage to the students. Only the questions can be read.

- Individual Testing—Optimal testing conditions would be a read-aloud administration in a separate room (one student and one Test Administrator as reader) to avoid disturbing other students.
- Small-Group Testing—Students may also be tested in small groups. For small-group administration, the Test Administrator/reader must ensure that all students being read to are using the same form number of the test. It is imperative that the Test Administrator/reader make clear to the group that any student should feel free to request that any portion of the test be reread as often as necessary. To that end, students tested in a small group should know the other students in the group and be comfortable with them. If the Test Administrator/reader anticipates that a particular student may request re-readings much more frequently and/or extensively than other students in the group, then that student should probably be tested individually. Small groups with widely varying listening/reading/comprehension skills should be avoided.

Large-Print and Braille Test Administration

Large-print and Braille versions of the *Dakota STEP* are available for visually impaired students whose IEPs call for such test materials. In most situations, a student's sight/vision disability precludes his/her ability to use a regular-print test booklet. Special attention should also be given to lighting considerations for low-vision students. The Test Administrator and the student should determine the best method for the student to record his/her responses to the test questions. Students may mark directly on the test booklets or the large-print answer document provided. If tested individually, students may respond orally to the Test Administrator. In either case, **the Test Coordinator must transfer or record all student responses on the scorable answer document** using a sharpened, soft-lead (No. 2) pencil.

The large-print test booklets and large-print answer documents will contain only operational items. No field test items will be included in this version of the tests. The large-print test booklet will contain the operational items only.

PREPARATION FOR TESTING

Large-print and Braille versions of the *Dakota STEP* are produced from FORM A for each grade level. **Test Administrators must ensure that they refer to and/or utilize the regular-print FORM A version of the test during the administration and that they record or transfer students' responses to scorable documents marked as FORM A.** Special care must be taken when transferring students' responses to scorable documents to ensure that items that are omitted from these accommodated versions of the test are omitted (not gridded) on the students' answer documents as well to ensure accurate scoring. (Grid "1" and "10" for large-print, or "5" and "10" for Braille, in Box 6, "SUBJECTS FOR ACCOMMODATIONS.")

Please check with your Test Coordinator for special instructions and test materials if administering a Braille test form. If applicable, please review the *Guidelines for Readers, Sign-Language Interpreters, and/or Scribes* available from your Test Coordinator prior to administering the test. These guidelines are available in the *Test Coordinator's Handbook*.

Frequently Asked Questions: Assessment Accommodations

- Q: Can a student use DragonDictate® on the *Dakota STEP* if it is an accommodation he/she usually uses?
- A: Various states use communication boards. DragonDictate may be utilized for items such as writing or multiple-choice questions. DragonDictate should not be used as a text-to-speech tool for the Reading subtest because it would change the "construct" being measured, which would invalidate the results of this subtest.
- Q: Can a student use Dragon NaturallySpeaking on the *Dakota STEP* if it is an accommodation he/she uses daily?
- A: Dragon NaturallySpeaking can be utilized the same as DragonDictate. Kurzweil Education Systems, Inc., software can be utilized provided it is not utilized to read the passages in the Reading subtest, which would invalidate the results of this subtest. It should not be utilized for any items omitted for Braille.
- Q: Can a student use a multiplication chart and/or 100's chart on the *Dakota STEP*?
- A: As long as use of a multiplication chart and/or 100's chart is listed on the student's IEP, an individual chart, kept at the student's desk, may be used.
- Q: If a student reads the passages in the Reading subtest, can the Test Administrator read the questions to the student?
- A: Letting a student read the passages and then having the Test Administrator read the questions to the student is permissible if it is listed in the student's IEP and it is similar to what has previously been done in the classroom.

GENERAL DIRECTIONS FOR ADMINISTERING

Sample Items

It is important that all students understand the mechanics of test taking. Sample items are provided to familiarize students with the process of selecting an answer and filling in the corresponding bubble on their answer document.

Additional directions that you are to read aloud to students are printed in **boldface text**. Read them exactly as they are written, using a natural tone and manner. If you make a mistake when reading the directions, stop and say, “No. That is wrong. Listen again.” Then read the directions again. If necessary, you may supplement the directions with your own explanations, but do not provide assistance with any specific test questions.

Formula Reference Sheets

Mathematics reference sheets are printed within the student test booklets at grades 7, 8, and 11. These references are provided at the beginning of each Mathematics testing session. Students may remove or refer to these pages as needed throughout the administration of the Mathematics tests at grades 7, 8, and 11.

Science formula sheets are printed within the student test booklets at grades 8 and 11. These references are provided at the beginning of each Science testing session. Students may remove or refer to these pages as needed throughout the administration of the Science tests at grades 8 and 11.

The Periodic Table of Elements is printed on the inside back cover of the student test booklets at grades 8 and 11. Students may refer to the Periodic Table of Elements as needed throughout the administration of the Science tests at grades 8 and 11.

Calculator Use

The SDDOE has approved the use of permissible calculators for students in all grade levels, including grade 3. Students may use permissible calculators throughout the Mathematics and Science testing sessions. Review the *Guidelines for Calculator Use* section prior to testing.

Rulers

Rulers will no longer be provided with test materials. All students should have access to rulers during the Mathematics test sessions.

It is recommended by the SDDOE to ensure that students in grade 3 have a ruler with 1/4 inch markings and all other grade levels have rulers with 1/8 inch markings. That is not to say that grade 3 students cannot use a ruler with 1/8 inch markings, but the upper grades must have rulers with 1/8 inch markings. The rulers used on the assessment must be a standard ruler with no other manipulatives on the ruler.

GENERAL DIRECTIONS FOR ADMINISTERING

Complete Student Information Prior to Testing

Your Test Coordinator will provide you with specific instructions regarding the application of pre-ID labels and/or pre-filling the student demographic information on the answer documents.

Box 1 must be filled out by either you or the student.

When pre-ID labels are provided and all information is correct, place the pre-ID label within the designated area on the demographic page. Corrections to preprinted information on the label are not permissible.

When information on the label is incorrect or placed incorrectly on the answer document, or if labels are not provided, the following sections of the student demographic information page must be completed by hand. It is strongly recommended that this information be completed by Test Administrators or teachers prior to test administration to enhance accuracy.

- **STUDENT NAME**—In Box 2, fill in the student’s last name, first name, and middle initial, and then grid the appropriate letter below each box. Grid the blank bubble to indicate any spaces, hyphens, or apostrophes within names.
- **RACE/ETHNICITY**—In Box 3, grid one of the following:
 - Asian (AS)
 - Black not Hispanic (BL)
 - Hispanic (HI)
 - American Indian/Alaskan Native (IN)
 - Native Hawaiian or Pacific Islander (PI)
 - White, not Hispanic (WH)
- **GENDER**—In Box 4, grid the appropriate bubble.
- **DATE OF BIRTH**—In Box 7, fill in and grid the month, day, and year of the student’s birth.
- **STUDENT NUMBER**—In Box 8, fill in and grid the 9-digit student number. The SDDOE requires that all districts use the Student Information Management System (SIMS) number for each student.
- **FORM**—Box 10 should be completed by students in grades 3–8 and 11 when they receive their test materials. The Form letter of the test booklet used throughout the testing session must be gridded on the answer document in order for the items to be scored correctly.

The following information should be completed by Test Administrators after testing:

- **CLASSIFICATION**—Box 5
- **SUBJECTS FOR ACCOMMODATIONS**—Box 6
- **TEACHER USE ONLY**—Box 9

GENERAL DIRECTIONS FOR ADMINISTERING

Distribute Student Test Materials

Before administering the first testing session, read the following instructions to students:

SAY For the next few days, you will be taking the *Dakota STEP* test. This test is designed to show how much you have learned. I am going to give you your test materials. Do not open your booklets until I tell you what to do.

Distribute the test booklets in the order they are received/packaged. Students will use different forms of the test within the same classroom. Distribute the answer documents.

SAY Print your name on the front cover of your test booklet and the back cover of your answer document in Box 1.

Point to the Student Name box on the test booklet and answer document that you are using for demonstration.

SAY Now look at the cover of your test booklet and find the form letter.

Point to the form letter in the top right-hand corner of the test booklet you are using for demonstration.

SAY Next, look on the back of your answer document and find Box 10. Darken the circle next to the letter of your test form. This allows your test to be scored properly.

Point to Box 10 on the answer document that you are using for demonstration. The teacher/examiner should walk through the classroom to ensure that students have completed the required boxes on the demographic page.

You are now ready to begin the first testing session of the *Dakota STEP*. Proceed to the Specific Directions for Administering the Reading, Mathematics, or Science subtest according to your testing schedule.

* If a student asks for help in pronouncing a word, tell the student to do the best he or she can.

AFTER TESTING

Complete Box 9, “Teacher Use Only,” if the student was unable to participate in or complete the Reading, Mathematics, or Science subtests for any the following reasons:

- A Health Reasons
- B Parent/Guardian Refusal
- C Other

9 TEACHER USE ONLY			
Reading	(A)	(B)	(C)
Mathematics	(A)	(B)	(C)
Science	(A)	(B)	(C)

A *Test Irregularity Form* must be completed and submitted to your Test Coordinator with complete documentation as to why the student was unable to participate in or complete the test.

Return ALL Test Materials

Once you have paper-banded the student answer documents, collect all used and unused test booklets (including any large-print and/or Braille versions) and return ALL test materials to your Test Coordinator.

For districts/schools that want to review students’ results by classroom, each teacher/examiner must complete both sides of the SSID sheet and place the completed SSID sheet on top of their classroom’s stack of response booklets. Contact your District Test Coordinator for further instructions.

District Test Coordinator

Separate all answer documents from the test booklets. Careful inspection of the students’ answer documents will help prevent scoring delays. As students complete each session, the teacher must review and ensure that the session is complete. You must make sure that the answer documents are undamaged and that they contain all appropriate student identification information.

Inspect all answer documents for improper marks. All marks to be read by the scanners must be very dark. Marks made with ballpoint pens, felt-tipped pens, or hard or colored pencils will not be scanned properly. Darken all light marks with a soft-lead (No. 2) pencil. Check the answer sections for all subject areas. Stray marks must be completely erased. Scanning machines are extremely sensitive and can sometimes pick up stray marks and incomplete erasures as intended responses. When a student has made a change, make sure that the unwanted response is completely erased. Remove any loose sheets of paper.

Inspect answer documents for damage. No tape, staples, paper clips, or other foreign objects or substances can be on the answer documents. Answer documents that are not in good physical condition (bent corners, folds, or wrinkles) cannot be scanned by electronic machines. If such an answer document is found, transcribe the student’s multiple-choice answers and demographic page information to a blank answer document.

Session 1

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 1 of the Reading subtest on page 4.

Show students where to find this section in the test booklet you are using for demonstration. Make sure all students have the correct page showing.

SAY Look at the directions in the first column at the top of the page. Follow along in your test booklet as I read them aloud.

“Directions: Read each question and choose the best answer. Mark the space in your answer document for the answer you have chosen.”

Now look at the sample question below the directions in the first column. Read the question and the answer choices to yourself as I read them aloud. “In the word *submarine*, *sub* means—*under*... *without*... *many*.”

Which is the correct answer?

Pause for replies.

SAY Yes. That’s right. The *sub* in *submarine* means the same as *under*. Does anyone have a question?

Now open your answer document and find the section for Reading.

Show students where to find this section in the answer document you are using for demonstration.

SAY Look at the box marked “Sample.” Mark the space for “A” since “A, *under*” is the correct answer.

Are there any questions?

Answer any questions students may have. Repeat the sample, if necessary.

SAY Answer questions 1–12 in this section. If you mark an answer and then want to change it, be sure to erase your first answer completely. When you come to the word “STOP” on page 6, put your pencil down. You may check your work on these three pages, but do not look at any other pages.

You will have as much time as you need to work on these questions. If you are not sure about an answer, do the best you can, but do not spend too much time on any one question.

Does everyone understand what to do?

Answer any questions. Repeat the instructions, if necessary.

SAY You may begin working now.

While the students are working, walk quietly around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they stop working once they have answered all of the questions on pages 4, 5, and 6. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

When all students have finished,

SAY Now look at the directions at the top of page 7. Read them to yourself as I read them aloud. “Directions: Read each passage. Then read each question about the passage. Decide which is the best answer to the question. Mark the space in your answer document for the answer you have chosen.”

Now find the sample poem, right below the directions.

Show students where to find this section in the test booklet you are using for demonstration. Make sure everyone has found the sample poem.

SAY Now read the poem to yourself.

Pause about two minutes while students read the sample poem.

SAY Now look at the first sample question. Read Sample A to yourself as I read it aloud. “*The speaker says the apples hanging on the trees look like—A, drops of paint... B, mountains of fruit... C, ladders... D, dreams.*”

Which is the correct answer?

Pause for replies.

SAY Yes. That’s right. *“The speaker says the apples hanging on the trees look like drops of paint.”*

Now find the space for this sample question in your answer document.

Show students where to find this section in the answer document you are using for demonstration.

SAY Look at Sample A in the box marked “Samples.” Mark the space for “A” since *“A, drops of paint”* is the correct answer.

Are there any questions?

Answer any questions students may have.

SAY Now look at Sample B. Read the question to yourself and mark the space for your answer in your answer document.

Pause while students read the sample question and mark their answers in their answer documents.

SAY Which space did you mark?

Pause for replies.

SAY That’s right. You should have marked the answer space for *“C, Where the poem takes place.”*

Are there any questions?

Answer any questions students may have.

SAY You are to read each passage and then answer the questions about the passage. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don’t spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to read the passages and answer the questions. You should keep working until you come to the end of Session 1, where you see the word “STOP” at the bottom of the page. Once you finish, you may check your work in Session 1, but do not go on to any other sessions.

Does everyone understand what to do?

Answer any questions.

SAY You may turn the page and begin working.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 1. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 2 of the Reading subtest.

Session 2

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 2 of the Reading test on page 17.

Make sure all students have the correct page showing.

SAY You are to read each passage and then answer the questions about the passage. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

SAY You will have as much time as you need to read the passages and answer the questions in this session. You should keep working until you come to the end of Session 2 where you see the word “STOP” at the bottom of the page. Once you finish, you may check your work in Session 2, but do not go back to Session 1 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 2. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 3 of the Reading subtest.

Session 3

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 3 of the Reading test on page 37.

Make sure all students have the correct page showing.

SAY You are to read each passage and then answer the questions about the passage. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to read the passages and answer the questions in this session. You should keep working until you come to the end of Session 3 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 3, but do not go back to Session 1 or 2 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 3. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 4 of the Reading subtest.

Session 4

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

READING

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 4 of the Reading test on page 47.

Make sure all students have the correct page showing.

SAY You are to read each passage and then answer the questions about the passage. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to read the passages and answer the questions in this session. You should keep working until you come to the end of Session 4 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 4, but do not go back to Session 1, 2 or 3.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 4. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

This concludes the administration of the *Dakota STEP* Reading subtest.

Session 1

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students must have access to rulers that have markings for each quarter-inch and may use permissible calculators on the Mathematics subtest. Distribute scratch paper to students prior to distributing test booklets and answer documents.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 1 of the Mathematics subtest on page 60.

Show students where to find this section in the test booklet you are using for demonstration. Make sure all students have the correct page showing.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud.

“Directions: Read each question or problem carefully. Then answer the question or work the problem. Mark the space in your answer document for the answer you have chosen.”

Now look at the sample question and read the sample question to yourself as I read it aloud. “What is the value of the expression below? $16 + 16 - 5$ ”

Which is the best answer?

Pause for replies.

SAY Yes, that’s right. “Answer B, 27” is the correct answer.

Now find the section for Mathematics in your answer document.

Show students where to find this section in the answer document you are using for demonstration.

SAY In the box marked “Sample,” mark the space for “B” since “27” is the correct answer.

Are there any questions?

Answer any questions students may have.

SAY You are to read each question carefully and use your scratch paper for working the problems or doing any necessary computations. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 1, where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 1, but do not go on to any other sessions.

Does everyone understand what to do?

Answer any questions.

SAY You may begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 1. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

As you collect students' test materials, collect the scratch paper from students and dispose of it. If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 2 of the Mathematics subtest.

Session 2

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students must have access to rulers that have markings for each quarter-inch and may use permissible calculators on the Mathematics subtest. Distribute scratch paper to students prior to distributing test booklets and answer documents.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 2 of the Mathematics test on page 79.

Make sure all students have the correct page showing.

SAY You are to read each question carefully and use your scratch paper for working the problems or doing any necessary computations. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 2 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 2, but do not go back to Session 1 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 2. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

As you collect students' test materials, collect the scratch paper from students and dispose of it. If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 3 of the Mathematics subtest.

Session 3

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students must have access to rulers that have markings for each quarter-inch and may use permissible calculators on the Mathematics subtest. Distribute scratch paper to students prior to distributing test booklets and answer documents.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 3 of the Mathematics test on page 103.

Make sure all students have the correct page showing.

SAY You are to read each question carefully and use your scratch paper for working the problems or doing any necessary computations. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 3 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 3, but do not go back to Session 1 or 2 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 3. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

As you collect students' test materials, collect the scratch paper from students and dispose of it. This concludes the administration of the *Dakota STEP* Mathematics subtest.

Session 1

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 1 of the Reading subtest on page 4.

Show students where to find this section in the test booklet you are using for demonstration. Make sure all students have the correct page showing.

SAY Look at the directions at the top of the page. Follow along in your test booklet as I read them aloud.

“Directions: Read each question and choose the best answer. Mark the space in your answer document for the answer you have chosen.”

Now look at the sample question below the directions. Read the question and the answer choices to yourself as I read them aloud. “Which suffix can be added to the word hope to form a word that means ‘having or showing hope’? -ful... -less... -able... -er.”

Which is the correct answer?

Pause for replies.

SAY Yes. That’s right. “-ful” is the correct answer. Does anyone have a question?

Now open your answer document and find the section for Reading.

Show students where to find this section in the answer document you are using for demonstration.

SAY Look at the box marked “Sample.” Mark the space for “A” since “A, -ful” is the correct answer.

Are there any questions?

Answer any questions students may have. Repeat the sample, if necessary.

SAY Answer questions 1–6 in this section. If you mark an answer and then want to change it, be sure to erase your first answer completely. When you come to the word “STOP” on page 5, put your pencil down. You may check your work on these two pages, but do not look at any other pages.

You will have as much time as you need to work on these questions. If you are not sure about an answer, do the best you can, but do not spend too much time on any one question.

Does everyone understand what to do?

Answer any questions. Repeat the instructions, if necessary.

SAY You may begin working now.

While the students are working, walk quietly around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they stop working once they have answered all of the questions on pages 4 and 5. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

When all students have finished,

SAY Now look at the directions at the top of page 7. Read them to yourself as I read them aloud. “Directions: Read each passage. Then read each question about the passage. Decide which is the best answer to the question. Mark the space in your answer document for the answer you have chosen.”

Now find the sample poem, right below the directions.

Show students where to find this section in the test booklet you are using for demonstration. Make sure everyone has found the sample poem.

SAY Now read the poem to yourself.

Pause about two minutes while students read the sample poem.

SAY Now look at the first sample question. Read Sample A to yourself as I read it aloud.

“The speaker says the apples hanging on the trees look like—A, drops of paint... B, mountains of fruit... C, ladders... D, dreams.”

Which is the correct answer?

Pause for replies.

READING

SAY Yes. That's right. *"The speaker says the apples hanging on the trees look like drops of paint."*

Now find the section for Reading in your answer document.

Show students where to find this section in the answer document you are using for demonstration.

SAY Look at Sample A in the box marked "Samples." Mark the space for "A" since *"A, drops of paint"* is the correct answer.

Are there any questions?

Answer any questions students may have.

SAY Now look at Sample B. Read the question to yourself and mark the space for your answer in your answer document.

Pause while students read the sample question and mark their answers in their answer documents.

SAY Which space did you mark?

Pause for replies.

SAY That's right. You should have marked the answer space for *"C, Where the poem takes place."*

Are there any questions?

Answer any questions students may have.

SAY You are to read each passage and then answer the questions about the passage. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to read the passages and answer the questions. You should keep working until you come to the end of Session 1, where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 1, but do not go on to any other sessions.

Does everyone understand what to do?

Answer any questions.

SAY You may turn the page and begin working.

READING

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 1. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 2 of the Reading subtest.

Session 2

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 2 of the Reading test on page 17.

Make sure all students have the correct page showing.

SAY You are to read each passage and then answer the questions about the passage. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to read the passages and answer the questions in this session. You should keep working until you come to the end of Session 2 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 2, but do not go back to Session 1 or on to any other sessions.

Does everyone understand what to do?

READING

Answer any questions the students have.

SAY You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 2. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 3 of the Reading subtest.

Session 3

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 3 of the Reading test on page 37.

Make sure all students have the correct page showing.

SAY You are to read each passage and then answer the questions about the passage. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

READING

SAY You will have as much time as you need to read the passages and answer the questions in this session. You should keep working until you come to the end of Session 3 where you see the word “STOP” at the bottom of the page. Once you finish, you may check your work in Session 3, but do not go back to Session 1 or 2 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 3. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

This concludes the administration of the *Dakota STEP* Reading subtest.

Session 1

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students must have access to rulers that have markings for each eighth-inch and may use permissible calculators on the Mathematics subtest. Distribute scratch paper to students prior to distributing test booklets and answer documents.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 1 of the Mathematics subtest on page 62.

Show students where to find this section in the test booklet you are using for demonstration. Make sure all students have the correct page showing.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud.

“Directions: Read each question or problem carefully. Then answer the question or work the problem. Mark the space in your answer document for the answer you have chosen.”

Now look at the sample question and read the sample question to yourself as I read it aloud. “What is the value of the expression below? $16 + 16 - 5$ ”

Which is the best answer?

Pause for replies.

SAY Yes, that’s right. “Answer B, 27” is the correct answer.

Now find the section for Mathematics in your answer document.

Show students where to find this section in the answer document you are using for demonstration.

SAY In the box marked “Sample,” mark the space for “B” since “27” is the correct answer.

Are there any questions?

Answer any questions students may have.

SAY You are to read each question carefully and use your scratch paper for working the problems or doing any necessary computations. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 1, where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 1, but do not go on to any other sessions.

Does everyone understand what to do?

Answer any questions.

SAY You may begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 1. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

As you collect students' test materials, collect the scratch paper from students and dispose of it. If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 2 of the Mathematics subtest.

Session 2

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students must have access to rulers that have markings for each eighth-inch and may use permissible calculators on the Mathematics subtest. Distribute scratch paper to students prior to distributing test booklets and answer documents.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 2 of the Mathematics test on page 79.

Make sure all students have the correct page showing.

SAY You are to read each question carefully and use your scratch paper for working the problems or doing any necessary computations. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 2 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 2, but do not go back to Session 1 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 2. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

As you collect students' test materials, collect the scratch paper from students and dispose of it. If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 3 of the Mathematics subtest.

Session 3

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students must have access to rulers that have markings for each eighth-inch and may use permissible calculators on the Mathematics subtest. Distribute scratch paper to students prior to distributing test booklets and answer documents.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 3 of the Mathematics test on page 103.

Make sure all students have the correct page showing.

SAY You are to read each question carefully and use your scratch paper for working the problems or doing any necessary computations. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 3 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 3, but do not go back to Session 1 or 2 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 3. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

As you collect students' test materials, collect the scratch paper from students and dispose of it. This concludes the administration of the *Dakota STEP* Mathematics subtest.

Session 1

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 1 of the Reading subtest on page 4.

Show students where to find this section in the test booklet you are using for demonstration. Make sure all students have the correct page showing.

SAY Look at the directions at the top of the page. Follow along in your test booklet as I read them aloud.

“Directions: Read each question and choose the best answer. Mark the space in your answer document for the answer you have chosen.”

Now look at the sample question below the directions. Read the question and the answer choices to yourself as I read them aloud. “Which word means ‘having or showing hope’? Hopeful... Hoped... Hopeless... Hoping.”

Which is the correct answer?

Pause for replies.

SAY Yes. That’s right. “A, Hopeful” is the correct answer. Does anyone have a question?

Now open your answer document and find the section for Reading.

Show students where to find this section in the answer document you are using for demonstration.

SAY Look at the box marked “Sample.” Mark the space for “A” since “A, Hopeful” is the correct answer. Are there any questions?

Answer any questions students may have. Repeat the sample, if necessary.

SAY Answer questions 1–7 in this section. If you mark an answer and then want to change it, be sure to erase your first answer completely. When you come to the word “STOP” on page 5, put your pencil down. You may check your work on these three pages, but do not look at any other pages.

READING

SAY You will have as much time as you need to work on these questions. If you are not sure about an answer, do the best you can, but do not spend too much time on any one question.

Does everyone understand what to do?

Answer any questions. Repeat the instructions, if necessary.

SAY You may begin working now.

While the students are working, walk quietly around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they stop working once they have answered all of the questions on pages 4 and 5. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

When all students have finished,

SAY Now look at the directions at the top of page 7. Read them to yourself as I read them aloud. **“Directions: Read each passage. Then read each question about the passage. Decide which is the best answer to the question. Mark the space in your answer document for the answer you have chosen.”**

Now find the sample poem, right below the directions.

Show students where to find this section in the test booklet you are using for demonstration. Make sure everyone has found the sample poem.

SAY Now read the poem to yourself.

Pause about two minutes while students read the sample poem.

SAY Now look at the first sample question. Read Sample A to yourself as I read it aloud. **“The speaker says the apples hanging on the trees look like—A, drops of paint... B, mountains of fruit... C, ladders... D, dreams.”**

Which is the correct answer?

Pause for replies.

SAY Yes. That’s right. **“The speaker says the apples hanging on the trees look like drops of paint.”**

Now find the section for Reading on your answer document.

Show students where to find this section in the answer document you are using for demonstration.

READING

SAY Look at Sample A in the box marked “Samples.” Mark the space for “A” since “A, *drops of paint*” is the correct answer.

Are there any questions?

Answer any questions students may have.

SAY Now look at Sample B. Read the question to yourself and mark the space for your answer in your answer document.

Pause while students read the sample question and mark their answers in their answer documents.

SAY Which space did you mark?

Pause for replies.

SAY That’s right. You should have marked the answer space for “C, *Where the poem takes place.*”

Are there any questions?

Answer any questions students may have.

SAY You are to read each passage and then answer the questions about the passage. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don’t spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to read the passages and answer the questions. You should keep working until you come to the end of Session 1, where you see the word “STOP” at the bottom of the page. Once you finish, you may check your work in Session 1, but do not go on to any other sessions.

Does everyone understand what to do?

Answer any questions.

SAY You may turn the page and begin working.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 1. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

READING

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 2 of the Reading subtest.

Session 2

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 2 of the Reading test on page 19.

Make sure all students have the correct page showing.

SAY You are to read each passage and then answer the questions about the passage. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to read the passages and answer the questions in this session. You should keep working until you come to the end of Session 2 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 2, but do not go back to Session 1 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may turn the page and begin working now.

READING

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 2. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY **If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.**

If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 3 of the Reading subtest.

Session 3

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY **I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.**

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY **Open your test booklet to Session 3 of the Reading test on page 43.**

Make sure all students have the correct page showing.

SAY **You are to read each passage and then answer the questions about the passage. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.**

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to read the passages and answer the questions in this session. You should keep working until you come to the end of Session 3 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 3, but do not go back to Session 1 or 2 or on to any other sessions.

Does everyone understand what to do?

READING

Answer any questions the students have.

SAY You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 3. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

This concludes the administration of the *Dakota STEP* Reading subtest.

Session 1

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students must have access to rulers that have markings for each eighth-inch and may use permissible calculators on the Mathematics subtest. Distribute scratch paper to students prior to distributing test booklets and answer documents.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 1 of the Mathematics subtest on page 66.

Show students where to find this section in the test booklet you are using for demonstration. Make sure all students have the correct page showing.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud.

“Directions: Read each question or problem carefully. Then answer the question or work the problem. Mark the space in your answer document for the answer you have chosen.”

Now look at the sample question and read the sample question to yourself as I read it aloud. “Charlie’s family ate two and three-quarters pizzas at dinner. Which number below represents two and three-quarters?”

Which is the best answer?

Pause for replies.

SAY Yes, that’s right. “Answer B, 2 3/4” is the correct answer.

Now find the section for Mathematics in your answer document.

Show students where to find this section in the answer document you are using for demonstration.

SAY In the box marked “Sample,” mark the space for “B” since “2 3/4” is the correct answer.

Are there any questions?

Answer any questions students may have.

SAY You are to read each question carefully and use your scratch paper for working the problems or doing any necessary computations. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 1, where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 1, but do not go on to any other sessions.

Does everyone understand what to do?

Answer any questions.

SAY You may begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 1. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

As you collect students' test materials, collect the scratch paper from students and dispose of it. If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 2 of the Mathematics subtest.

Session 2

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students must have access to rulers that have markings for each eighth-inch and may use permissible calculators on the Mathematics subtest. Distribute scratch paper to students prior to distributing test booklets and answer documents.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

MATHEMATICS

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 2 of the Mathematics test on page 83.

Make sure all students have the correct page showing.

SAY You are to read each question carefully and use your scratch paper for working the problems or doing any necessary computations. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 2 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 2, but do not go back to Session 1 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 2. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

As you collect students' test materials, collect the scratch paper from students and dispose of it. If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 3 of the Mathematics subtest.

Session 3

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students must have access to rulers that have markings for each eighth-inch and may use permissible calculators on the Mathematics subtest. Distribute scratch paper to students prior to distributing test booklets and answer documents.

MATHEMATICS

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 3 of the Mathematics test on page 107.

Make sure all students have the correct page showing.

SAY You are to read each question carefully and use your scratch paper for working the problems or doing any necessary computations. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 3 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 3, but do not go back to Session 1 or 2 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 3. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

As you collect students' test materials, collect the scratch paper from students and dispose of it. This concludes the administration of the *Dakota STEP* Mathematics subtest.

Session 1

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students may use permissible calculators on the Science subtest.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 1 of the Science subtest on page 128.

Show students where to find this section in the test booklet you are using for demonstration. Make sure all students have the correct page showing.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud.

“Directions: Read each question and choose the best answer. Mark the space in your answer document for the answer you have chosen.”

Now look at the sample question and read the sample question to yourself as I read it aloud. “*Braden used balls of clay to make a scale model of the solar system. Which of these planets required the most clay to create?*”

Which is the best answer?

Pause for replies.

SAY Yes. That’s right. “B, Jupiter” is the correct answer.

Now find the section for Science in your answer document.

Show students where to find this section in the answer document you are using for demonstration.

SAY In the box marked “Sample,” mark the space for “B” since “B, Jupiter” is the correct answer.

Are there any questions?

Answer any questions students may have.

SAY You are to read each question and choose the best answer. Then mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

SAY If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 1 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 1, but do not go on to any other sessions.

Does everyone understand what to do?

Answer any questions.

SAY You may begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 1. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 2 of the Science subtest.

Session 2

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students may use permissible calculators on the Science subtest.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 2 of the Science test on page 141.

Make sure all students have the correct page showing.

SAY You are to read each question and choose the best answer. Then mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 2 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 2, but do not go back to Session 1 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 2. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 3 of the Science subtest.

Session 3

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students may use permissible calculators on the Science subtest.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

SCIENCE

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 3 of the Science test on page 157.

Make sure all students have the correct page showing.

SAY You are to read each question and choose the best answer. Then mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 3 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 3, but do not go back to Session 1 or 2 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 3. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

This concludes the administration of the *Dakota STEP* Science subtest.

Session 1

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 1 of the Reading subtest on page 5.

Show students where to find this section in the test booklet you are using for demonstration. Make sure all students have the correct page showing.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. “Directions: Read each passage. Then read each question about the passage. Decide which is the best answer to the question. Mark the space in your answer document for the answer you have chosen.”

Now find the sample poem, right below the directions.

Make sure everyone has found the sample poem.

SAY Now read the poem to yourself.

Pause about two minutes while students read the sample poem.

SAY Now look at the first sample question. Read Sample A to yourself as I read it aloud. “Why are the apples like ‘a mountain of fruit?’”

Which is the correct answer?

Pause for replies.

SAY Yes. That’s right. “A, They form a large pile.”

Now find the section for Reading in your answer document.

Show students where to find this section in the answer document you are using for demonstration.

SAY Look at Sample A in the box marked “Samples.” Mark the space for “A” since “A, They form a large pile” is the correct answer.

Are there any questions?

Answer any questions students may have.

READING

SAY Now look at Sample B. Read the question to yourself and mark the space for your answer in your answer document.

Pause while students read the sample question and mark their answers in their answer documents.

SAY Which space did you mark?

Pause for replies.

SAY That's right. You should have marked the answer space for "*C, a vivid description of an activity.*"

Are there any questions?

Answer any questions students may have.

SAY You are to read each passage and then answer the questions about the passage. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to read the passages and answer the questions. You should keep working until you come to the end of Session 1, where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 1, but do not go on to any other sessions.

Does everyone understand what to do?

Answer any questions.

SAY You may turn the page and begin working.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 1. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 2 of the Reading subtest.

Session 2

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 2 of the Reading test on page 23.

Make sure all students have the correct page showing.

SAY You are to read each passage and then answer the questions about the passage. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to read the passages and answer the questions in this session. You should keep working until you come to the end of Session 2 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 2, but do not go back to Session 1 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 2. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 3 of the Reading subtest.

Session 3

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 3 of the Reading test on page 47.

Make sure all students have the correct page showing.

SAY You are to read each passage and then answer the questions about the passage. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to read the passages and answer the questions in this session. You should keep working until you come to the end of Session 3 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 3, but do not go back to Session 1 or 2 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 3. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

This concludes the administration of the *Dakota STEP* Reading subtest.

Session 1

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students must have access to rulers that have markings for each eighth-inch and may use permissible calculators on the Mathematics subtest. Distribute scratch paper to students prior to distributing test booklets and answer documents.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 1 of the Mathematics subtest on page 70.

Show students where to find this section in the test booklet you are using for demonstration. Make sure all students have the correct page showing.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud.

“Directions: Read each question or problem carefully. Then answer the question or work the problem. Mark the space in your answer document for the answer you have chosen.”

Now look at the sample question and read the sample question to yourself as I read it aloud. “Charlie’s family ate two and three-quarters pizzas at dinner. Which number below represents two and three-quarters?”

Which is the best answer?

Pause for replies.

SAY Yes, that’s right. “Answer B, 2 3/4” is the correct answer.

Now find the section for Mathematics in your answer document.

Show students where to find this section in the answer document you are using for demonstration.

SAY In the box marked “Sample,” mark the space for “B” since “2 3/4” is the correct answer.

Are there any questions?

Answer any questions students may have.

SAY You are to read each question carefully and use your scratch paper for working the problems or doing any necessary computations. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 1, where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 1, but do not go on to any other sessions.

Does everyone understand what to do?

Answer any questions.

SAY You may begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 1. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

As you collect students' test materials, collect the scratch paper from students and dispose of it. If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 2 of the Mathematics subtest.

Session 2

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students must have access to rulers that have markings for each eighth-inch and may use permissible calculators on the Mathematics subtest. Distribute scratch paper to students prior to distributing test booklets and answer documents.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 2 of the Mathematics test on page 87.

Make sure all students have the correct page showing.

SAY You are to read each question carefully and use your scratch paper for working the problems or doing any necessary computations. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 2 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 2, but do not go back to Session 1 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 2. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

As you collect students' test materials, collect the scratch paper from students and dispose of it. If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 3 of the Mathematics subtest.

Session 3

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students must have access to rulers that have markings for each eighth-inch and may use permissible calculators on the Mathematics subtest. Distribute scratch paper to students prior to distributing test booklets and answer documents.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 3 of the Mathematics test on page 107.

Make sure all students have the correct page showing.

SAY You are to read each question carefully and use your scratch paper for working the problems or doing any necessary computations. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 3 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 3, but do not go back to Session 1 or 2 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 3. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

As you collect students' test materials, collect the scratch paper from students and dispose of it. This concludes the administration of the *Dakota STEP* Mathematics subtest.

Session 1

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 1 of the Reading subtest on page 5.

Show students where to find this section in the test booklet you are using for demonstration. Make sure all students have the correct page showing.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. “Directions: Read each passage. Then read each question about the passage. Decide which is the best answer to the question. Mark the space in your answer document for the answer you have chosen.”

Now find the sample poem, right below the directions.

Make sure everyone has found the sample poem.

SAY Now read the poem to yourself.

Pause about two minutes while students read the sample poem.

SAY Now look at the first sample question. Read Sample A to yourself as I read it aloud. “Why are the apples like ‘a mountain of fruit?’”

Which is the correct answer?

Pause for replies.

SAY Yes. That’s right. “A, They form a large pile.”

Now find the section for Reading in your answer document.

Show students where to find this section in the answer document you are using for demonstration.

SAY Look at Sample A in the box marked “Samples.” Mark the space for “A” since “A, They form a large pile” is the correct answer.

Are there any questions?

READING

Answer any questions students may have.

SAY Now look at Sample B. Read the question to yourself and mark the space for your answer in your answer document.

Pause while students read the sample question and mark their answers in their answer documents.

SAY Which space did you mark?

Pause for replies.

SAY That's right. You should have marked the answer space for "C, a vivid description of an activity".

Are there any questions?

Answer any questions students may have.

SAY You are to read each passage and then answer the questions about the passage. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to read the passages and answer the questions. You should keep working until you come to the end of Session 1, where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 1, but do not go on to any other sessions.

Does everyone understand what to do?

Answer any questions.

SAY You may turn the page and begin working.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 1. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

READING

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 2 of the Reading subtest.

Session 2

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 2 of the Reading test on page 21.

Make sure all students have the correct page showing.

SAY You are to read each passage and then answer the questions about the passage. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to read the passages and answer the questions in this session. You should keep working until you come to the end of Session 2 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 2, but do not go back to Session 1 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may turn the page and begin working now.

READING

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 2. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY **If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.**

If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 3 of the Reading subtest.

Session 3

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY **I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.**

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY **Open your test booklet to Session 3 of the Reading test on page 43.**

Make sure all students have the correct page showing.

SAY **You are to read each passage and then answer the questions about the passage. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.**

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to read the passages and answer the questions in this session. You should keep working until you come to the end of Session 3 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 3, but do not go back to Session 1 or 2 or on to any other sessions.

Does everyone understand what to do?

READING

Answer any questions the students have.

SAY You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 3. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

This concludes the administration of the *Dakota STEP* Reading subtest.

Session 1

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students must have access to rulers that have markings for each eighth-inch and may use permissible calculators on the Mathematics subtest. Distribute scratch paper to students prior to distributing test booklets and answer documents.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 1 of the Mathematics subtest on page 63.

Turn the page and you will see a reference sheet that you may use throughout the Mathematics subtest.

Show students where to find this section in the test booklet you are using for demonstration. Students may tear out the reference sheet for their convenience during the testing session.

SAY Now look at the directions at the top of the next page.

Make sure all students have the correct page showing.

SAY Read the directions to yourself as I read them aloud. “Directions: Read each question or problem carefully. Then answer the question or work the problem. Mark the space in your answer document for the answer you have chosen.”

Now look at the sample question and read the sample question to yourself as I read it aloud. “Charlie’s family ate two and three-quarters pizzas at dinner. Which number below represents two and three-quarters?”

Which is the best answer?

Pause for replies.

SAY Yes, that’s right. “Answer B, 2 3/4” is the correct answer.

Now find the section for Mathematics in your answer document.

Show students where to find this section in the answer document you are using for demonstration.

SAY In the box marked “Sample,” mark the space for “B” since “2 3/4” is the correct answer.

Are there any questions?

MATHEMATICS

Answer any questions students may have.

SAY You are to read each question carefully and use your scratch paper for working the problems or doing any necessary computations. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 1, where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 1, but do not go on to any other sessions.

Does everyone understand what to do?

Answer any questions.

SAY You may begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 1. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

As you collect students' test materials, collect the scratch paper from students and dispose of it. If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 2 of the Mathematics subtest.

Session 2

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students must have access to rulers that have markings for each eighth-inch and may use permissible calculators on the Mathematics subtest. Distribute scratch paper to students prior to distributing test booklets and answer documents.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 2 of the Mathematics test on page 81.

Turn the page and you will see a reference sheet that you may use throughout the Mathematics subtest.

Show students where to find this section in the test booklet you are using for demonstration. Students may tear out the reference sheet for their convenience during the testing session.

Make sure all students have the correct page showing.

SAY You are to read each question carefully and use your scratch paper for working the problems or doing any necessary computations. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 2 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 2, but do not go back to Session 1 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 2. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

MATHEMATICS

As you collect students' test materials, collect the scratch paper from students and dispose of it. If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 3 of the Mathematics subtest.

Session 3

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students must have access to rulers that have markings for each eighth-inch and may use permissible calculators on the Mathematics subtest. Distribute scratch paper to students prior to distributing test booklets and answer documents.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 3 of the Mathematics test on page 99.

Turn the page and you will see a reference sheet that you may use throughout the Mathematics subtest.

Show students where to find this section in the test booklet you are using for demonstration. Students may tear out the reference sheet for their convenience during the testing session.

Make sure all students have the correct page showing.

SAY You are to read each question carefully and use your scratch paper for working the problems or doing any necessary computations. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 3 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 3, but do not go back to Session 1 or 2 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 3. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

As you collect students' test materials, collect the scratch paper from students and dispose of it. This concludes the administration of the *Dakota STEP* Mathematics subtest.

Session 1

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 1 of the Reading subtest on page 5.

Show students where to find this section in the test booklet you are using for demonstration. Make sure all students have the correct page showing.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. "Directions: Read each passage. Then read each question about the passage. Decide which is the best answer to the question. Mark the space in your answer document for the answer you have chosen."

Now find the sample poem, right below the directions.

Make sure everyone has found the sample poem.

SAY Now read the poem to yourself.

Pause about two minutes while students read the sample poem.

SAY Now look at the first sample question. Read Sample A to yourself as I read it aloud. "Why are the apples like 'a mountain of fruit'?"

Which is the correct answer?

Pause for replies.

SAY Yes. That's right. "A, They form a large pile."

Now find the section for Reading in your answer document.

Show students where to find this section in the answer document you are using for demonstration.

SAY Look at Sample A in the box marked "Samples." Mark the space for "A" since "A, They form a large pile" is the correct answer.

Are there any questions?

READING

Answer any questions students may have.

SAY Now look at Sample B. Read the question to yourself and mark the space for your answer in your answer document.

Pause while students read the sample question and mark their answers in their answer documents.

SAY Which space did you mark?

Pause for replies.

SAY That's right. You should have marked the answer space for "*C, a vivid description of an activity.*"

Are there any questions?

Answer any questions students may have.

SAY You are to read each passage and then answer the questions about the passage. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to read the passages and answer the questions. You should keep working until you come to the end of Session 1, where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 1, but do not go on to any other sessions.

Does everyone understand what to do?

Answer any questions.

SAY You may turn the page and begin working.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 1. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

READING

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 2 of the Reading subtest.

Session 2

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 2 of the Reading test on page 23.

Make sure all students have the correct page showing.

SAY You are to read each passage and then answer the questions about the passage. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to read the passages and answer the questions in this session. You should keep working until you come to the end of Session 2 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 2, but do not go back to Session 1 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may turn the page and begin working now.

READING

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 2. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY **If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.**

If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 3 of the Reading subtest.

Session 3

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY **I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.**

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY **Open your test booklet to Session 3 of the Reading test on page 45.**

Make sure all students have the correct page showing.

SAY **You are to read each passage and then answer the questions about the passage. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.**

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to read the passages and answer the questions in this session. You should keep working until you come to the end of Session 3 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 3, but do not go back to Session 1 or 2 or on to any other sessions.

Does everyone understand what to do?

READING

Answer any questions the students have.

SAY You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 3. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

This concludes the administration of the *Dakota STEP* Reading subtest.

Session 1

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students must have access to rulers that have markings for each eighth-inch and may use permissible calculators on the Mathematics subtest. Distribute scratch paper to students prior to distributing test booklets and answer documents.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 1 of the Mathematics subtest on page 67.

Turn the page and you will see a reference sheet that you may use throughout the Mathematics subtest.

Show students where to find this section in the test booklet you are using for demonstration. Students may tear out the reference sheet for their convenience during the testing session.

SAY Now look at the directions at the top of the next page.

Make sure all students have the correct page showing.

SAY Read the directions to yourself as I read them aloud. “Directions: Read each question or problem carefully. Then answer the question or work the problem. Mark the space in your answer document for the answer you have chosen.”

Now look at the sample question and read the sample question to yourself as I read it aloud. “Charlie’s family ate two and three-quarters pizzas at dinner. Which number below represents two and three-quarters?”

Which is the best answer?

Pause for replies.

SAY Yes, that’s right. “Answer B, 2 3/4” is the correct answer.

Now find the section for Mathematics in your answer document.

Show students where to find this section in the answer document you are using for demonstration.

SAY In the box marked “Sample,” mark the space for “B” since “2 3/4” is the correct answer.

Are there any questions?

MATHEMATICS

Answer any questions students may have.

SAY You are to read each question carefully and use your scratch paper for working the problems or doing any necessary computations. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 1, where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 1, but do not go on to any other sessions.

Does everyone understand what to do?

Answer any questions.

SAY You may begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 1. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

As you collect students' test materials, collect the scratch paper from students and dispose of it. If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 2 of the Mathematics subtest.

Session 2

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students must have access to rulers that have markings for each eighth-inch and may use permissible calculators on the Mathematics subtest. Distribute scratch paper to students prior to distributing test booklets and answer documents.

MATHEMATICS

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 2 of the Mathematics test on page 85.

Turn the page and you will see a reference sheet that you may use throughout the Mathematics subtest.

Show students where to find this section in the test booklet you are using for demonstration. Students may tear out the reference sheet for their convenience during the testing session.

Make sure all students have the correct page showing.

SAY You are to read each question carefully and use your scratch paper for working the problems or doing any necessary computations. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 2 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 2, but do not go back to Session 1 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 2. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

MATHEMATICS

As you collect students' test materials, collect the scratch paper from students and dispose of it. If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 3 of the Mathematics subtest.

Session 3

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students must have access to rulers that have markings for each eighth-inch and may use permissible calculators on the Mathematics subtest. Distribute scratch paper to students prior to distributing test booklets and answer documents.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 3 of the Mathematics test on page 107.

Turn the page and you will see a reference sheet that you may use throughout the Mathematics subtest.

Show students where to find this section in the test booklet you are using for demonstration. Students may tear out the reference sheet for their convenience during the testing session.

Make sure all students have the correct page showing.

SAY You are to read each question carefully and use your scratch paper for working the problems or doing any necessary computations. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 3 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 3, but do not go back to Session 1 or 2 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 3. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

As you collect students' test materials, collect the scratch paper from students and dispose of it. This concludes the administration of the *Dakota STEP* Mathematics subtest.

Session 1

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students may use permissible calculators on the Science subtest.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 1 of the Science subtest on page 125.

Turn the page and you will see a reference sheet that you may use throughout the Science subtest. Turn to the inside back cover of your test booklet and you will see a Periodic Table of Elements that you may use throughout the Science subtest.

Show students where to find this information in the test booklet you are using for demonstration. Students may tear out the reference sheet for their convenience during the testing session.

SAY Now look at the directions at the top of the next page.

Make sure all students have the correct page showing.

SAY Read them to yourself as I read them aloud. “Directions: Read each question and choose the best answer. Mark the space in your answer document for the answer you have chosen.”

Now look at the sample question and read the sample question to yourself as I read it aloud. “*Braden used balls of clay to make a scale model of the solar system. Which of these planets required the most clay to create?*”

Which is the best answer?

Pause for replies.

SAY Yes. That’s right. “B, Jupiter” is the correct answer.

Now find the section for Science in your answer document.

Show students where to find this section in the answer document you are using for demonstration.

SAY In the box marked “Sample,” mark the space for “B” since “B, Jupiter” is the correct answer.

Are there any questions?

Answer any questions students may have.

SAY You are to read each question and choose the best answer. Then mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 1, where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 1, but do not go on to any other sessions.

Does everyone understand what to do?

Answer any questions.

SAY You may begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 1. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 2 of the Science subtest.

Session 2

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students may use permissible calculators on the Science subtest.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 2 of the Science test on page 141.

Make sure all students have the correct page showing.

SCIENCE

SAY Turn the page and you will see a reference sheet that you may use throughout the Science subtest. Turn to the inside back cover of your test booklet and you will see a Periodic Table of Elements that you may use throughout the Science subtest.

Show students where to find this information in the test booklet you are using for demonstration. Students may tear out the reference sheet for their convenience during the testing session.

SAY Continue to read each question and choose the best answer. Then mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 2 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 2, but do not go back to Session 1 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 2. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 3 of the Science subtest.

Session 3

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students may use permissible calculators on the Science subtest.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

SCIENCE

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 3 of the Science test on page 157.

Make sure all students have the correct page showing.

SAY Turn the page and you will see a reference sheet that you may use throughout the Science subtest. Turn to the inside back cover of your test booklet and you will see a Periodic Table of Elements that you may use throughout the Science subtest.

Show students where to find this information in the test booklet you are using for demonstration. Students may tear out the reference sheet for their convenience during the testing session.

SAY Continue to read each question and choose the best answer. Then mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 3 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 3, but do not go back to Session 1 or 2 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 3. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

This concludes the administration of the *Dakota STEP* Science subtest.

READING

Session 1

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 1 of the Reading subtest on page 5.

Show students where to find this section in the test booklet you are using for demonstration. Make sure all students have the correct page showing.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. "Directions: Read each passage. Then read each question about the passage. Decide which is the best answer to the question. Mark the space in your answer document for the answer you have chosen."

Now find the sample poem, right below the directions.

Make sure everyone has found the sample poem.

SAY Now read the poem to yourself.

Pause about two minutes while students read the sample poem.

SAY Now look at the first sample question. Read Sample A to yourself as I read it aloud.

What causes the speaker's cart to "rock and sway"?

Which is the correct answer?

Pause for replies.

SAY Yes. That's right. A, *The weight of the fruit.*

Now find the section for Reading in your answer document.

Show students where to find this section in the answer document you are using for demonstration.

READING

SAY Look at Sample A in the box marked “Samples.” Mark the space for “A” since “A, *The weight of the fruit*” is the correct answer.

Are there any questions?

Answer any questions students may have.

SAY Now look at Sample B. Read the question to yourself and mark the space for your answer in your answer document.

Pause while students read the sample question and mark their answers in their answer documents.

SAY Which space did you mark?

Pause for replies.

SAY That’s right. You should have marked the answer space for “C, *a vivid description of an activity.*” Does anyone have a question?

Answer any questions students may have.

SAY You are to read each passage and then answer the questions about the passage. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don’t spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to read the passages and answer the questions. You should keep working until you come to the end of Session 1, where you see the word “STOP” at the bottom of the page. Once you finish, you may check your work in Session 1, but do not go on to any other sessions. Does everyone understand what to do?

Answer any questions.

SAY You may turn the page and begin working.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 1. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

READING

This session is untimed. After about 60 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 2 of the Reading subtest.

Session 2

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 2 of the Reading test on page 27.

Make sure all students have the correct page showing.

SAY You are to read each passage and then answer the questions about the passage. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to read the passages and answer the questions in this session. You should keep working until you come to the end of Session 2 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 2, but do not go back to Session 1 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may turn the page and begin working now.

READING

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 2. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 60 minutes or when most students have finished,

SAY **If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.**

If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 3 of the Reading subtest.

Session 3

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

SAY **I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.**

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY **Open your test booklet to Session 3 of the Reading test on page 47.**

Make sure all students have the correct page showing.

SAY **You are to read each passage and then answer the questions about the passage. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.**

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to read the passages and answer the questions in this session. You should keep working until you come to the end of Session 3 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 3, but do not go back to Session 1 or 2.

Does everyone understand what to do?

READING

Answer any questions the students have.

SAY You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 3. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 60 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

This concludes the administration of the *Dakota STEP* Reading subtest.

Session 1

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students must have access to rulers that have markings for each eighth-inch and may use permissible calculators on the Mathematics subtest. Distribute scratch paper to students prior to distributing test booklets and answer documents.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 1 of the Mathematics subtest on page 67.

Turn the page and you will see a reference sheet that you may use throughout the Mathematics subtest.

Show students where to find this section in the test booklet you are using for demonstration. Students may tear out the reference sheet for their convenience during the testing session.

SAY Now look at the directions at the top of the next page.

Make sure all students have the correct page showing.

SAY Read the directions to yourself as I read them aloud. "Directions: Read each question or problem carefully. Then answer the question or work the problem. Mark the space in your answer document for the answer you have chosen."

Now look at the sample question and read the sample question to yourself as I read it aloud. "Charlie's family ate two and three-quarters pizzas at dinner. Which number below represents two and three-quarters?"

Which is the best answer?

Pause for replies.

SAY Yes, that's right. "Answer B, 2 3/4" is the correct answer.

Now find the section for Mathematics in your answer document.

Show students where to find this section in the answer document you are using for demonstration.

SAY In the box marked "Sample," mark the space for "B" since "2 3/4" is the correct answer.

Are there any questions?

MATHEMATICS

Answer any questions students may have.

SAY You are to read each question carefully and use your scratch paper for working the problems or doing any necessary computations. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 1, where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 1, but do not go on to any other sessions.

Does everyone understand what to do?

Answer any questions.

SAY You may begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 1. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

As you collect students' test materials, collect the scratch paper from students and dispose of it. If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 2 of the Mathematics subtest.

Session 2

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students must have access to rulers that have markings for each eighth-inch and may use permissible calculators on the Mathematics subtest. Distribute scratch paper to students prior to distributing test booklets and answer documents.

MATHEMATICS

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 2 of the Mathematics test on page 89.

Turn the page and you will see a reference sheet that you may use throughout the Mathematics subtest.

Show students where to find this section in the test booklet you are using for demonstration. Students may tear out the reference sheet for their convenience during the testing session.

Make sure all students have the correct page showing.

SAY You are to read each question carefully and use your scratch paper for working the problems or doing any necessary computations. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 2 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 2, but do not go back to Session 1 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 2. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

MATHEMATICS

As you collect students' test materials, collect the scratch paper from students and dispose of it. If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 3 of the Mathematics subtest.

Session 3

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students must have access to rulers that have markings for each eighth-inch and may use permissible calculators on the Mathematics subtest. Distribute scratch paper to students prior to distributing test booklets and answer documents.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 3 of the Mathematics test on page 109.

Turn the page and you will see a reference sheet that you may use throughout the Mathematics subtest.

Show students where to find this section in the test booklet you are using for demonstration. Students may tear out the reference sheet for their convenience during the testing session.

Make sure all students have the correct page showing.

SAY You are to read each question carefully and use your scratch paper for working the problems or doing any necessary computations. Choose the best answer for each question and mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 3 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 3, but do not go back to Session 1 or 2 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

MATHEMATICS

SAY You may begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 3. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

As you collect students' test materials, collect the scratch paper from students and dispose of it. This concludes the administration of the *Dakota STEP* Mathematics subtest.

Session 1

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students may use permissible calculators on the Science subtest.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 1 of the Science subtest on page 127.

Turn the page and you will see a reference sheet that you may use throughout the Science subtest. Turn to the inside back cover of your test booklet and you will see a Periodic Table of Elements that you may use throughout the Science subtest.

Show students where to find this information in the test booklet you are using for demonstration. Students may tear out the reference sheet for their convenience during the testing session.

SAY Now look at the directions at the top of the next page.

Make sure all students have the correct page showing.

SAY Read them to yourself as I read them aloud. “Directions: Read each question and choose the best answer. Mark the space in your answer document for the answer you have chosen.”

Now look at the sample question and read the sample question to yourself as I read it aloud. “*Braden used balls of clay to make a scale model of the solar system. Which of these planets required the most clay to create?*”

Which is the best answer?

Pause for replies.

SAY Yes. That’s right. “B, Jupiter” is the correct answer.

Now find the section for Science in your answer document.

Show students where to find this section in the answer document you are using for demonstration.

SAY In the box marked “Sample,” mark the space for “B” since “B, Jupiter” is the correct answer.

Are there any questions?

Answer any questions students may have.

SAY You are to read each question and choose the best answer. Then mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 1, where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 1, but do not go on to any other sessions.

Does everyone understand what to do?

Answer any questions.

SAY You may begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 1. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 2 of the Science subtest.

Session 2

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students may use permissible calculators on the Science subtest.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

SCIENCE

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 2 of the Science test on page 145.

Make sure all students have the correct page showing.

SAY Turn the page and you will see a reference sheet that you may use throughout the Science subtest. Turn to the inside back cover of your test booklet and you will see a Periodic Table of Elements that you may use throughout the Science subtest.

Show students where to find this information in the test booklet you are using for demonstration. Students may tear out the reference sheet for their convenience during the testing session.

SAY Continue to read each question and choose the best answer. Then mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 2 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 2, but do not go back to Session 1 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 2. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.

If testing is to continue, give the students a rest period of about 10 minutes, and then continue with the directions for administering Session 3 of the Science subtest.

Session 3

When beginning a testing session, make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Students may use permissible calculators on the Science subtest.

SAY I am going to give you your test booklet and answer document. Do not open your test booklet or your answer document until I tell you what to do.

Distribute the test booklets with the answer documents. Check to see that each student receives the test booklet and answer document with his/her name on it.

When all students have their test booklets and answer documents,

SAY Open your test booklet to Session 3 of the Science test on page 163.

Make sure all students have the correct page showing.

SAY Turn the page and you will see a reference sheet that you may use throughout the Science subtest. Turn to the inside back cover of your test booklet and you will see a Periodic Table of Elements that you may use throughout the Science subtest.

Show students where to find this information in the test booklet you are using for demonstration. Students may tear out the reference sheet for their convenience during the testing session.

SAY Continue to read each question and choose the best answer. Then mark the space for your answer in your answer document. Do not mark your answers in your test booklet.

If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you mark an answer and then want to change it, be sure to erase your first answer completely.

You will have as much time as you need to answer the questions in this session. You should keep working until you come to the end of Session 3 where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work in Session 3, but do not go back to Session 1 or 2 or on to any other sessions.

Does everyone understand what to do?

Answer any questions the students have.

SAY You may begin working now.

SCIENCE

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly in their answer documents. Check to see that students mark only one answer for each question and that they continue working until they finish the questions in Session 3. If a student has trouble understanding the directions, explain as quickly and quietly as possible. If a student asks for assistance in pronouncing a word, tell the student to do the best he or she can do.

This session is untimed. After about 45 minutes or when most students have finished,

SAY **If you have finished, place your answer document inside the front cover of your test booklet and raise your hand. I will collect your test materials. After I have collected your test booklet and answer document, you may sit quietly or read if you wish. If you have not finished, please continue working.**

This concludes the administration of the *Dakota STEP* Science subtest.

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 11



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