GRADE 7

ADVANCED 1

KNOWLEDGE STANFORD ACHIEVEMENT TEST SERIES TENTH EDITION EXCELLENCE • POWER

South Dakota DAKOTA STEP STATE TEST OF EDUCATIONAL PROGRESS

South Dakota STEP

Grade 7

Harcourt Assessment

Directions for Administering

FORM D

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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 each student has access to a working calculator during the *Mathematics Problem Solving* subtest. Refer to the *General Directions for Administering* 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*
- ☐ Ensure that student demographic information is completed on answer documents prior to the first test session. If using Pre-ID labels, follow the instructions provided by your Test Coordinator.
- ☐ Maintain test security before, during, between, and after each testing session

After test administration

- ☐ Inspect students' answer documents, ensuring that all information is completed accurately
- ☐ Ensure that information related to the students' education status (LEP, IEP, or 504) and Students with Disabilities status is completed (if applicable)
- ☐ Paper-band the bundle of student answer documents
- ☐ Return ALL test materials to your Test Coordinator

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GENERAL DIRECTIONS FOR ADMINISTERING

Preliminary Planning

Familiarize yourself with these *Directions for Administering*.

Inform students in advance of scheduled testing dates and times. Remind students to bring sharpened No. 2 pencils to the testing sessions as well as something to read if they finish early.

Make sure the physical conditions in the testing room are satisfactory. There should be adequate lighting for all students. Students should be seated so that there is enough space between them. Post a "Testing — Do Not Disturb" sign on the door. If the group is larger than a normal-sized class, it is recommended that there should be one assistant for every 25 students.

Proposed Schedule for Administering

The *Dakota STEP* subtests are untimed. Approximate testing times for each of the subtests are included below for planning purposes only. The time allotted for the administration of each of the subtests should be adequate for most students. However, additional time should be provided for students to complete each of the subtests as long as they are actively engaged in testing.

Please ensure that students mark their answers in the correct areas of their answer documents, and that students have completed each session accurately before collecting their test materials.

The subtests may be administered in separate sessions, or you may combine subtests if your testing schedule permits. It is strongly recommended that each content area of the assessment be administered on different days with stretch breaks between test sessions as noted within these *Directions for Administering*.

SUBTEST	APPROXIMATE TESTING TIME
Reading Vocabulary	**30 minutes**
Reading Comprehension	
First Session	**60 minutes**
Second Session	**60 minutes**
Mathematics Problem Solving	
First Session	**60 minutes**
Second Session	**60 minutes**
Third Session	**60 minutes**
Mathematics Procedures	**60 minutes**

GENERAL DIRECTIONS FOR ADMINISTERING

Test Security

Before you administer the *Dakota STEP*, you will be asked to review and sign the *Test Security Affidavit* provided by your Test Coordinator. When you sign this document, you are agreeing to exercise necessary precautions and to follow established procedures that will help ensure the security of the content of all test materials.

It is important to follow test security measures before, during, between, and after testing to ensure the integrity and validity of the assessment. All testing materials must be kept in a secure location except when being used to test students. Breaches in security include, but are not limited to:

- keeping or reproducing any test booklets or student answer documents
- coaching students or altering student responses in any way
- allowing any unauthorized access to test materials before, during, between, or after testing

Any potential breach of test security should be reported immediately to your Test Coordinator.

Materials Required by the Test Administrator

1. Directions for Administering
2. A supply of *Dakota STEP* test booklets, including one for demonstration purposes
3. A supply of answer documents, including one for demonstration purposes
4. A supply of sharpened soft-lead (No. 2) pencils with erasers
5. A supply of scratch paper for both mathematics subtests
6. A supply of rulers with inch and centimeter markings for the *Mathematics Problem Solving* subtest. Rulers are included in the packet of ancillary materials provided by Harcourt Assessment.
7. A supply of mathematics reference sheets
8. A supply of permissible calculators for the *Mathematics Problem Solving* subtest

Materials Required by Each Student

1. A *Dakota STEP* test booklet
2. An answer document
3. Two sharpened soft-lead (No. 2) pencils with erasers
4. Several sheets of scratch paper for both mathematics subtests
5. A ruler with inch and centimeter markings for the *Mathematics Problem Solving* subtest
6. A mathematics reference sheet
7. A permissible calculator for the *Mathematics Problem Solving* subtest

GENERAL DIRECTIONS FOR ADMINISTERING

Guidelines for Calculator Use

> All students should have a permissible calculator available for use during the grade 7 ***Mathematics Problem Solving*** subtest.

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 calculator before it is 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:*
  - o Casio CFX-9970G and Algebrafx2.0 have built-in Computer Algebra Systems.
  - o 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.
  - o 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.*
- calculators that have power cords—*Remove all power/electrical cords.*

Maintain a natural classroom atmosphere during the test sessions, and encourage students to do their best. To avoid interruptions during the test 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.

All directions and test questions that you are to read to students are printed in **boldface text**. Read them exactly as they are written, using a natural tone and manner. If necessary, you may supplement the directions with your own explanations, but do not give help on specific test questions. If you make a mistake when reading a direction or question, stop and say, "No, that is wrong. Listen again." Then read the direction or question again.

Check periodically throughout the test sessions to make sure that students are following instructions and recording their answers correctly on their answer documents. Remind students to handle their answer documents with care and record their answers with heavy, dark pencil marks. See that students keep working until the end of each subtest (or session). Collect the test booklets and answer documents from students who finish early. These students may sit quietly and read until others have completed the subtest.

Assessment 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.

Please refer to the chart on the following page which lists the allowable accommodations for the *Dakota STEP* assessment. 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 or case managers are to grid the corresponding circle for each accommodation provided for each content area.

Large-Print and Braille Test Materials

Large-print versions of the *Dakota STEP* assessment 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 test booklet. 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 booklet or, if tested individually, respond orally to the Test Administrator. In either case, the Test Administrator must transfer or record all student responses to the regular test booklet using a sharpened, soft-lead (No. 2) pencil. Students using the large-print test booklets should have a large workspace to accommodate an open 11" × 17" test booklet. Special attention should also be given to lighting considerations for low-vision students.

Please check with your Test Coordinator for special instructions and test materials if administering a Braille test form.

SPECIFIC DIRECTIONS FOR ADMINISTERING

Utilize the following chart to complete Box 6, "SUBJECTS FOR ACCOMMODATIONS," on the demographic information page of the students' answer documents.

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 (does NOT include *Reading Comprehension* passages)
✓	✓	✓	✓	✓	✓	7	Repeating and/or simplifying directions
✓		✓		✓		8	Amplification equipment (hearing aid, auditory trainer)
						9	N/A - DO NOT GRID ON THE DEMOGRAPHIC INFORMATION PAGE
		✓		✓		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	Use of dictionaries, word lists, 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 approval from SD DOE)**

Frequently Asked Questions: Assessment Accommodations

Q: Can a student use Dragon Dictate on the *Dakota STEP* assessment if it is an accommodation he/she usually uses?

A: Various states use communication boards. Dragon Dictate may be utilized for items such as writing or multiple-choice questions. Dragon Dictate should not be used as a text-to-speech tool for the Reading Comprehension subtest because it would change the "construct" being measured, which would invalidate the results of this subtest.

Q: Can a student use Dragon Naturally Speaking on the *Dakota STEP* assessment if it is an accommodation he/she uses daily?

A: Dragon Naturally Speaking can be utilized the same as Dragon Dictate. Kurzweil Education Systems, Inc. software can be utilized provided it is not utilized to read the passages in the Reading Comprehension 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 on the *Dakota STEP* assessment?

A: As long as use of a multiplication 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 Comprehension 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.

SPECIFIC DIRECTIONS FOR ADMINISTERING

Preparing the Student Answer Documents

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.

For students WITHOUT Pre-ID labels, the following demographic identification sections of the answer document must be completed by hand. It is strongly recommended that this information be completed prior to test administration to enhance accuracy.

- STUDENT NAME—In Box 2, students should fill in their last name, first name, and middle initial, and then grid the appropriate letter below each box.
- RACE/ETHNICITY—In Box 3, the South Dakota Department of Education requires students to grid "Race/Ethnicity." Ethnic identification is a student's personal choice. No corrections should be made to a student's selection. Grid one of the following:
  - White (Non-Hispanic)
  - Black or African American (Non-Hispanic)
  - Hispanic
  - Asian or Pacific Islander
  - American Indian or Alaska Native
  - Other
- GENDER—In Box 4, students should grid the appropriate bubble.
- DATE OF BIRTH—In Box 7, students should fill in and grid the month, day, and year of their birth.
- STUDENT NUMBER—In Box 8, fill in and grid the 9-digit student number. The South Dakota Department of Education requires that all districts use the Student Information Management System (SIMS) number for each student.

Distributing the Student Answer Documents

Be sure all desks or tables are cleared of books and other materials not needed for the test. See that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Before distributing the answer documents,

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 will give you each an answer document. Leave your answer document closed until I tell you what to do.

Distribute the *Dakota STEP* answer documents with the demographic information page facing up.

SAY At the top of the page in Box 1, on the line where it says "Student Name," carefully print your last name, and then your first name and middle initial. STOP if you have a pre-printed label on your answer document.

If you have students that do NOT have pre-printed labels, follow the instructions in the previous section. Students should complete the information in Boxes 2, 3, 4, 7, and 8 on the demographic information page.

Remind students to handle their answer documents with care; to record their answers with heavy, dark marks; and to avoid making any stray marks on their answer documents.

READING VOCABULARY

Make sure that all desks are cleared of books and other materials not needed for the subtest, and that each student has his or her answer document, two sharpened soft-lead (No. 2) pencils, and an eraser.

SAY **I am going to give you a test booklet. Do not open your test booklet until I tell you what to do.**

Distribute the test booklets. When all students have their test booklets and answer documents,

SAY **Open your test booklet to the Reading Vocabulary subtest on page 2, where you see the picture of a crossword puzzle at the top of the page.**

Check to see that students have the correct page showing.

SAY **Look at the directions at the top of page 2. Read them to yourself as I read them aloud. "Directions: Choose the word or group of words that means the same, or about the same, as the underlined word. Then mark the space for the answer you have chosen."**

Now look at Sample A. Read the sample to yourself as I read it aloud. *"Something that is <u>excellent</u> is* — A, *plain* … B, *great* … C, *ready* … D, *quiet."* Which word correctly completes the sentence?

Pause for replies.

SAY **Yes. The word *great* is the right answer. *Excellent* means *great.***

Now find the section for Reading Vocabulary on your answer document.

Make sure all students have found the section for Reading Vocabulary on their answer documents.

SAY **Look at the box marked "Sample A." The space for the letter "B" has been marked because "B" is the letter of the correct answer, *great*.**

You will do all of the questions on this page and the next page in the same way we did Sample A.

Does everyone understand what to do for Questions 1 through 8?

Answer any questions students may have.

SAY **When you have finished Question 8, you will find different kinds of questions. On page 4, you will see a set of directions followed by Sample B. On page 6, you will see another set of directions followed by Sample C.**

READING VOCABULARY

Read the directions for each section as you come to it, study the sample, and then answer each question. Mark the space for your answer on your answer document. Do not write in the test booklet. If you have a question about what you are supposed to do, raise your hand and I will help you.

When you finish the questions on this page, go on to pages 3 through 7. Keep working until you come to the bottom of page 7 where it says "STOP." If you finish before I say "Stop," you may check your work on pages 2 through 7 only. Do not go on to any other pages.

Does everyone understand what to do for this test?

Answer any questions.

SAY **You will have as much time as you need to work on this test. 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.**

You may start working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly. Check to see that students mark only one answer for each question and that they continue working until they finish the questions on page 7. If a student has trouble understanding what to do or has trouble reading a question, explain as quickly and quietly as you can. However, do not give help on specific test questions.

This subtest is untimed. After about 30 minutes, or when most of the 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 the next subtest.

READING COMPREHENSION

First Session

If you are beginning a new 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 take out 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 answer document with his/her name on it. When all students have their test booklets and answer documents,

SAY **Open your test booklet to the Reading Comprehension subtest on page 9, where you see the picture of the open book at the top of the page.**

Make sure all students have page 9 showing, with the icon of the open book at the top of the page.

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 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, Sample A.**

Read Sample A to yourself as I read it aloud. *"You can tell that the speaker does not like* — A, *hearing the alarm clock* … B, *eating breakfast* … C, *mowing the grass* … D, *riding in a car."* Which is the correct answer?

Pause for replies.

SAY **Yes. That's right. The speaker does not like *hearing the alarm clock*.**

Now find the section for Reading Comprehension on your answer document.

Look at Sample A in the box marked "Samples." The space for "A," *hearing the alarm clock*, has been filled in to show that "A" 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. Mark the space for your answer.**

First Session (continued)

Pause while students mark their answers.

SAY **Which space did you mark?**

Pause for replies.

SAY **That's right. You should have marked the answer space for "D," *Thinking about when you first wake up*. 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 on your answer document. Do not write in your test booklet.**

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 page 27, where you see the word "STOP" at the bottom of the page. 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. Once you finish, you may check your work on pages 10 through 27, but do not go on to any other pages.

Does everyone understand what to do?

Answer any questions.

SAY **You may turn to page 10 and begin working.**

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly. Check to see that students mark only one answer for each question and that they continue working until they finish the question on page 27. If a student has trouble understanding what to do or has trouble reading a question, explain as quickly and quietly as you can. However, do not give help on specific test questions.

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 the next session.

READING COMPREHENSION

Second Session

Be sure all desks or tables are cleared of books and other materials not needed for the subtest. See that each student has his or her own test booklet and answer document, two sharpened soft-lead (No. 2) pencils, and an eraser.

SAY **Open your test booklet to page 28 of the Reading Comprehension subtest. You will see the passage titled *Katherine's Diary* at the top of the page.**

Make sure all students have the correct page showing.

SAY **Continue to read each passage and then answer the questions about the passage. Choose the best answer and then mark the space for your answer on your answer document. Keep working until you come to the bottom of page 48 where you see the word "STOP." If you finish early, you may check your work on pages 28 through 48 only. Do not go back to the first session or go on to any other pages.**

Does everyone understand what to do?

Answer any questions the students have.

SAY **You will have as much time as you need to work on this part of the test. 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.**

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. Check to see that students mark only one answer for each question and that they continue working until they finish the question on page 48. If a student has trouble understanding what to do or has trouble reading a question, explain as quickly and quietly as you can. However, do not give help on specific test questions.

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 the next subtest.

MATHEMATICS PROBLEM SOLVING

First Session

If you are beginning a new 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 will need scratch paper, mathematics reference sheets, rulers with inch and centimeter markings on them, and calculators for this subtest.

SAY **I am going to give you your test booklet and answer document. Do not open your test booklet or take out 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 answer document with his/her name on it. When all students have their test booklets and answer documents,

SAY **I am going to give you some scratch paper, a mathematics reference sheet, and a ruler. You will need the ruler to answer some of the questions.**

Distribute the scratch paper, mathematics reference sheets, rulers, and calculators (if provided by the school).

SAY **Open your test booklet to the Mathematics Problem Solving subtest on page 50, where you see a picture of a ruler at the top of the page.**

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 for your answer." Now look at the samples in the box.**

Read Sample A to yourself as I read it aloud. "*Beth read that a person takes a breath about six hundred forty-seven thousand, eight hundred fifty times in one month. How would that quantity be written as a number?*" What is the answer?

Pause for replies.

SAY **Yes. Letter "B," *647,850*, is the correct answer.**

Now find the section for Mathematics Problem Solving on your answer document.

Look at Sample A in the box marked "Samples." The space for the letter "B" has been marked because "B" is the letter of the correct answer, *647,850*. Are there any questions?

First Session (continued)

Answer any questions.

SAY **Now look at Sample B. Read the sample to yourself as I read it aloud. *"All of the small squares in the large square below are the same size. What percent of this large square is shaded?"* Mark the space for your answer.**

Pause while students mark their answers.

SAY **Which space did you mark?**

Pause for replies.

SAY **Yes. You should have marked the space for the letter "D" because that is the letter for the correct answer, *thirty-six percent*. Are there any questions?**

Answer any questions.

SAY **Now practice using your calculator. Are there any questions?**

Answer all questions. Be sure everyone understands how to use the calculators.

SAY **You will have as much time as you need to answer the questions. Read each question carefully and use your scratch paper for working the problems or doing any necessary computations. Do not write in your test booklet. Choose the best answer for each question and mark the space for your answer on your answer document. Continue working until you come to the end of page 59, where you see the word "STOP" at the bottom of the page. Once you finish, you may check your work on pages 50 through 59, but do not go on to any other pages.**

Does everyone understand what to do?

After any questions have been answered,

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

You may begin working now.

First Session (continued)

While the students are working, walk around the room to make sure they are following directions and marking their answers correctly. Check to see that students mark only one answer for each question and that they go on until they finish the questions on page 59. If a student has trouble understanding what to do or has trouble reading a question, explain as quickly and quietly as you can. However, do not give help on specific test questions.

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 you wish to end the testing session at this time, collect the rulers, mathematics reference sheets, and calculators for use in the next session. Collect the scratch paper 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 the second session of the Mathematics Problem Solving subtest.

MATHEMATICS PROBLEM SOLVING

Second Session

Be sure all desks or tables are cleared of books and other materials not needed for the subtest. See that each student has his/her test booklet and answer document, two sharpened soft-lead (No. 2) pencils, an eraser, a ruler, a calculator, a mathematics reference sheet, and scratch paper.

SAY **Open your test booklet to page 60 of the Mathematics Problem Solving subtest. You will see problem number 31 at the top of the page.**

Make sure all students have the correct page showing.

SAY **Continue to answer the questions and work the problems in your test booklet. Use 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 on your answer document. Do not write in your test booklet. Continue working until you come to the bottom of page 69, where you see the word "STOP." If you finish early, you may check your work on pages 60 through 69 only. Do not go back to the other sessions or go on to any other pages.**

Does everyone understand what to do?

Answer any questions.

SAY **You will have as much time as you need to work on this part of the test. 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.**

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. Check to see that students mark only one answer for each question and that they go on until they finish the questions on page 69. If a student has trouble understanding what to do or has trouble reading a question, explain as quickly and quietly as you can. However, do not give help on specific test questions.

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 you wish to end the testing session at this time, collect the rulers, mathematics reference sheets, and calculators for use in the next session. Collect the scratch paper 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 the third session of the Mathematics Problem Solving subtest.

MATHEMATICS PROBLEM SOLVING

Third Session

Be sure all desks or tables are cleared of books and other materials not needed for the subtest. See that each student has his/her test booklet and answer document, two sharpened soft-lead (No. 2) pencils, an eraser, a ruler, a calculator, a mathematics reference sheet, and scratch paper.

SAY **Open your test booklet to page 70 of the Mathematics Problem Solving subtest. You will see problem number 65 at the top of the page.**

Make sure all students have the correct page showing.

SAY **Continue to answer the questions and work the problems in your test booklet. Use 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 on your answer document. Do not write in your test booklet. Continue working until you come to the bottom of page 80, where you see the word "STOP." When you finish, you may check your work on pages 70 through 80 only. Do not go back to the other sessions or on to any other pages.**

Does everyone understand what to do?

Answer any questions.

SAY **You will have as much time as you need to work on this part of the test. 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.**

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. Check to see that students mark only one answer for each question and that they go on until they finish the questions on page 80. If a student has trouble understanding what to do or has trouble reading a question, explain as quickly and quietly as you can. However, do not give help on specific test questions.

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.**

Collect the scratch paper and dispose of it. Collect the rulers, mathematics reference sheets, and calculators.

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

MATHEMATICS PROCEDURES

If you are beginning a new testing session, have all desks cleared of books and other materials not needed for the subtest, and see that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Calculator use is NOT permitted on the Mathematics Procedures subtest.

SAY **I am going to give you your test booklet, answer document, and some scratch paper. Do not open your test booklet or take out 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 answer document with his/her name on it. Distribute the scratch paper. When all students have their test booklets and answer documents,

SAY **Open your test booklet to the Mathematics Procedures subtest on page 82, where you see the picture of the mathematics symbols at the top of the page.**

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 for your answer. If a correct answer is *not here*, mark the space for NH." Now look at Sample A.**

Read the sample to yourself as I read it aloud. *"Seventeen and ninety-five hundredths minus fifteen and forty-nine hundredths equals …"*

What is the correct answer?

Pause for replies.

SAY **Yes. The correct answer is *two and forty-six hundredths.***

Now find the section for Mathematics Procedures on your answer document. Look at Sample A in the box marked "Samples." In Sample A, the space for "D" has been marked, because "D," *two and forty-six hundredths*, is the correct answer. Does anyone have a question?

Answer any questions students may have.

SAY **Now look at Sample B. *"The McCrory Hospital needs four new wheelchairs in one wing of the building. Each wheelchair costs a total of two hundred sixty-six dollars. How much will four wheelchairs cost in all?"* Mark your answer.**

Pause while students mark their answers.

SAY Which answer did you mark?

Pause for replies.

SAY Yes. The correct answer is *NH* for *not here*. *Two hundred sixty-six times four equals one thousand sixty-four*. Since *one thousand sixty-four* is not one of the numbers listed, the correct answer is *NH* for *not here*. You should have marked the space for the letter "E," *NH*. Are there any questions?

Answer any questions students may have. Make sure students understand the *not here* option.

SAY Read each question carefully and use your scratch paper for working the problems or doing any necessary computations. Do not write in your test booklet. Choose the best answer for each question and mark the space for your answer on your answer document. Continue working until you come to the end of page 87, where you see the word "STOP" at the bottom of the page.

Does everyone understand what to do?

Answer any questions.

SAY You will have as much time as you need to answer the questions in this test. When you finish, you may check your work on pages 82 through 87 only. Do not go back to or work ahead on any other subtest.

You may start working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly. Check to see that students mark only one answer for each question and that they continue working until they finish the questions on page 87. If a student has trouble understanding what to do or has trouble reading a question, explain as quickly and quietly as you can. However, do not give help on specific test questions. If students ask about sales tax on any of the problems involving purchases, tell them there is no sales tax unless otherwise stated.

This subtest 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.

Collect the scratch paper and dispose of it. This concludes the *Dakota STEP* assessment. Please see the next section of these *Directions for Administering* for instructions on preparing student answer documents for scoring.

PREPARING STUDENT ANSWER DOCUMENTS FOR SCORING

Inspect and Organize Answer Documents

Separate all answer documents from the test booklets. Careful inspection of the students' answer documents will help prevent scoring delays. After each testing session and at the end of the final testing session, you must make sure that the answer documents are undamaged and complete and that they contain all appropriate 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 which 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.

Complete Boxes 5 and 6 for special populations. Test Administrators should complete Box 5, "CLASSIFICATION," and Box 6, "SUBJECTS FOR ACCOMMODATIONS," following the administration of the *Dakota STEP*.

PREPARING STUDENT ANSWER DOCUMENTS FOR SCORING

Bundle Answer Documents

Arrange the answer documents so that the back cover with the student name grid is facing up and the margin that contains the black horizontal bars is on the left. Place the provided paper band around the stack of answer documents. (A paper band is a long piece of paper that must be wrapped around each bundle of answer documents and fastened to itself with tape.)

Be sure that the paper band is also clearly marked with the teacher's name, the name of the school, and the grade. **Do not bind answer documents with clips or rubber bands; they will damage the edges of the answer documents.**

Return Test Materials to Your Test Coordinator

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 testing materials to your Test Coordinator.

Thank you for your time and effort during the *Dakota STEP* administration.

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