

Part 3: After Testing

- Inspect all answer documents carefully. Determine the following:
 - Are bubbles completely marked?
 - Are stray marks removed?
 - Have any subtests or parts of subtests been accidentally omitted?
 - Is the data on the documents complete and accurate? (Review Illustrations 2 and 4.)
 - Is the grade level correctly marked for scoring?
 - If the test has two separate answer documents, is the data identical?
- Complete the **Student Roster**. Enter the names and grade levels of the students on the appropriate lines. This information should match the answer documents. Attach any records of unusual occurrences that might affect scores.
- Affirm the validity of the testing by *reading* and *signing* the **Tester Signoff** of the Student Roster. **NOTE: Every** tester who helped or who was responsible for the students during a session **must** sign and indicate grade(s) tested. (Although each tester must be approved *prior to* testing, a signature is still required with every shipment of completed tests to verify who performed the actual testing for each grade.)
- Return all test booklets, directions, answer documents, and **signed** Student Roster by the due date. A refund will be issued for any unused tests in reusable condition. Multiple shipments may be combined for return. If you are holding any test(s) for completion, please include a note of explanation and keep a copy of the Student Roster to return with your later shipment.
- If you have misplaced your return envelope or label, our address is as follows:

BJU Press Testing & Evaluation
1430 Wade Hampton Blvd., Ste. 210
Greenville, SC 29609-5046
- Securely package all materials into the return envelope (or use the return label for boxes). Return materials by an **INSURED** method (UPS, other private carrier, or *insured* mail). If your carrier is unwilling to insure our test materials, refer to “After Testing” on our **FAQs** page (bjupresstesting.com/faqs). You will be held responsible for losses, damages, or missing tests.
- Computer-scored test results will be available to *whoever ordered the test(s)* within 10 business days of the **date our office receives the materials**. Note: tests including *Interest Explorer* will require 4–6 extra weeks for scoring.

Ethics of Testing

- It is unethical for teachers to use standardized-test content on their own examinations, to reproduce (copy) the exact or *similar* items for discussion to improve student performance, or to use the content for any other reason.
- It is unethical for testers to assist a student beyond what the directions permit or to alter the directions without due reason and without disclosing alterations.
- It is unethical for *anyone* other than a preapproved, qualified tester to have access to or possession of test materials at any time in the testing process.
- It is typically unethical to test students more than once per season. (Call us about exceptions.)

Tips for Testing

- Motivate students to do their best, but be careful to avoid causing test anxiety.
- Explain the mechanics of taking a standardized test. Students may use practice materials, such as *Better Test Scores* or an abilities practice test (*CogAT®* or *OLSAT®*).

Information for Parents

Test **content** covers the basics of each subject, emphasizing thinking skills. A major purpose for standardized testing is evaluation of long-term instruction.

Only a *preapproved, qualified* tester may have access to the materials, per the publisher’s guidelines. Parents who need help choosing the correct test or selecting appropriate preparation tools should call the BJU Press Testing & Evaluation office for guidance.

It is inappropriate to review test questions either prior to or following the test session.

Parents should do the following:

- Ensure a good night’s rest and a nutritious meal.
- Schedule testing over two to three days, allowing break time for the student to refresh himself.
- Reassure the student that the test is not a “pass/fail” situation, and encourage the student’s best effort.
- Be aware that a Homeschool Consultant is available to answer in-depth questions regarding testing, materials, and/or teaching methods.
- Determine a student’s strengths/weaknesses and recognize the possible need to adjust materials and/or teaching methods, based on the results. Always add your own observations to the evaluation.

Checklist and Guidelines for Testing

(Please read immediately and keep for reference.)

Category 1 materials are

TIME SENSITIVE!

Your Category 1 tests are due by the date printed on the enclosed Student Roster.

Contact us if you need an extension due to extenuating circumstances.

Thank you for your service to us and to the young people you test.

Please read all instructions carefully. To help ensure efficient testing and valid scoring, please distribute a copy of this Checklist and Guidelines to every tester (also available online). Check off each step as it is completed. Make no marks in or on the reusable books. In case of loss or damage, testers are responsible for replacement costs.

Part 1: Before Testing

- Check your order **ASAP**. Use the Packing Slip Extension to verify the contents of your order. If you have a different test from what you expected, check the Packing Slip (not the Extension) to see which test was actually ordered. Call us at 800.845.5731 if there is any discrepancy with or damage to the contents.
- Before you begin testing**, confirm that you, and any others helping you, have been preapproved by BJU Press Testing & Evaluation to administer the Category 1 tests in this shipment. Approvals are not interchangeable between Stanford and The Iowa Tests®. Tests administered by unapproved testers cannot be processed, so contact us if you have any doubts or concerns.
- Confirm testing dates and times. Schedule two to five sessions (as needed). Plan adequate break times.
- Open this brochure and refer to the *Specifications* page that matches your test(s) to be sure that grades/tests are grouped correctly. Also, check that test levels match students’ grade levels (Illustrations 1 and 3).
- Choose a comfortable, quiet, well-lit testing site. Be

sure that the area is free from all charts, etc., related to potential test content.

- Read *Ethics of Testing and Information for Parents* (p. 4).
- Gather all necessary materials, including test books, answer documents, any reference sheets/rulers that were supplied (look inside answer documents), #2 pencils, scratch paper, and a timepiece.
- Study the directions before administering. Note important details on separate paper or sticky notes, *not* in book, as you practice reading the instructions.
- Special accommodations should be noted in the case of students with documented or defensible disabilities. Reading and Vocabulary subtests should *not* be read to a student, or these scores will be considered invalid. Remember that other subtests (e.g., Science or Math) are intentionally easier to read so that student-reading ability does not significantly affect performance in these other subjects.

Part 2: During Testing

- Administer tests in a professional manner, following and giving directions as presented. Be sure students understand directions before starting each subtest.
- Fill in required data portion of answer documents as shown on the samples (Illustrations 2 and 4).
- Reassure students that this is not a pass/fail test.
- Keep interruptions to a minimum. Record any unusual incidents that occur during testing.
- Observe students. Be sure they seriously consider a question before answering, but do not assist them on specific questions.
- Circulate among students to encourage and motivate them. Check whether they are working on correct sections. Look for “double-marked” answers. (Direct students to make a single choice.)
- If students have marked answers in the wrong section or lost their place, you may stop timing to correct the problem and continue with the time remaining.

Checklist continued on page 4.



Stanford Specifications

Stanford/OLSAT® Test Levels

| Test Level | SESAT 2 | Primary 1 | Primary 2 | Primary 3* | Intermediate | | | Advanced | | TASK | | |
|-------------|--------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-----------|-----------|-----------|
| | | | | | 1 | 2 | 3 | 1 | 2 | 1 | 2 | 3 |
| Grade | K5 Spr./ 1 Fall | 1 Spr./ 2 Fall | 2 Spr./ 3 Fall | 3 Spr./ 4 Fall | 4 Spr./ 5 Fall | 5 Spr./ 6 Fall | 6 Spr./ 7 Fall | 7 Spr./ 8 Fall | 8 Spr./ 9 Fall | 9 Spr. | 10 | 11–12 |
| Grade Span | K.5–1.5 | 1.5–2.5 | 2.5–3.5 | 3.5–4.5 | 4.5–5.5 | 5.5–6.5 | 6.5–7.5 | 7.5–8.5 | 8.5–9.7** | 9.0–9.9** | 10.0–10.9 | 11.0–12.9 |
| OLSAT Level | | | C Spr./ D Fall | D Spr./ E Fall | E | E Spr./ F Fall | F | F | F Spr./ G Fall | G | G | G |

Illustration 1

* On the Primary 3 the student must record all answers on the separate answer document instead of in the test booklet. OLSAT D answers will continue to be bubbled in the test booklet.

** For 9th graders, Advanced 2 is recommended in the fall and TASK 1 in the spring.

Combining Stanford Levels/Grades

The test levels within each shaded area above may be tested simultaneously. *The nonshaded test levels must be tested separately.* Word Study Skills (Intermediate 1 only) and Listening (Intermediate 1 through Advanced 2) must be administered to each level separately. OLSAT Levels E, F, and G may be administered together.

Complete/Basic Battery Scores

To obtain a Complete Battery score, administer *all* subtests. If you need only a Basic Battery score, omit Environment (SESAT–Primary 2), Science, and/or Social Science (Primary 3–TASK 3). Listening is required for either of the batteries.

Early Elementary Levels

For the SESAT, Primary 1, or Primary 2 levels, the student will use two separate answer books instead of one. Please double-check the back covers of both books to be sure all identification has been bubbled identically. Discrepancies will result in scoring errors.

Math Tests

Calculators are optional for Math Problem Solving, but they are **not** allowed for Math Procedures.

Math Reference Sheets are provided *inside* each answer document (Advanced 1–TASK 3). These sheets list the formulas needed for the test, but the student must be able to identify which formula to use for each problem. Paper rulers are also provided.

Time Limits

The Stanford 10 is untimed. However, your *Directions for Administering* lists average testing times to help you plan your sessions. Removing the time limits allows most students to relax and better show their actual achievement level. This flexibility is designed to accommodate students who are *working productively*; it is *not* intended to give unlimited time to a student who is distracted or who cannot handle the material. **NOTE: The OLSAT is still a timed test.**

Be sure to fill in **only** the following areas:

- Student's Name, Teacher, School, School District, Grade: If student is homeschooled, provide parent's information.
- Student's Name: Gridding determines how the name will print on the results.
- Date of Birth: month, day and year
- Gender: male or female
- Race/Ethnicity: optional
- Grade: Grade in which student is currently enrolled and with which he/she will be compared

Leave all remaining fields blank

Illustration 2

The Iowa Tests® Specifications

ITBS®/ITED®/CogAT® Test Levels

| Test Level | 5R | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15* | 16 | 17/18 |
|-------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|-----------|-----------|
| | | | | | | | | | | | | | |
| Grade Span | K.1–1.5 | K.7–1.7 | 1.7–2.3 | 2.3–3.2 | 3.0–3.9 | 4.0–4.9 | 5.0–5.9 | 6.0–6.9 | 7.0–7.9 | 8.0–9.7* | 9.0–9.9* | 10.0–10.9 | 11.0–12.9 |
| CogAT Level | | | | | A | B | C | D | E | F | F | G | G/H** |

Illustration 3

*Level 15 is recommended for Grade 9. Level 14 may be used for a struggling 9th grader. Level 14 tests administered to ending 9th graders must be returned for scoring prior to August 15 and cannot be scored as 10th grade.

**Level G is used for 10th and 11th grades; Level H is used for 12th grade.

Combining Levels/Grades for The Iowa Tests

The test levels within each shaded area above may be tested simultaneously. *The nonshaded test levels must be tested separately.* All *CogAT* levels may be administered together. Please note that Level 9 contains two additional subtests that are not included in Levels 10–14.

Composite/Core Total Scores

To obtain a Composite score, administer *all* of the subtests. Please note that Math Computation is optional but recommended. If you need only a Core Total, administer the subtests preceded by a solid dot (•) under the “Nature of the Tests” on page 1 of the *Directions for Administration* (page 3 for Levels 7 and 8). Please note that Reading is optional for Levels 5R and 6.

Answer Documents

The *ITBS* Levels 9–14 answer sheets automatically include a *Cognitive Abilities Test™* section. The *ITED* Levels 15–18 answer forms automatically include an *Interest Explorer™* section. Your students should complete only the sections that you ordered for them.

Math Tests

Calculators may be used for math subtests *only* when permitted by the *Directions for Administration*. Calculator use, if applicable, should be indicated on the student's answer document in the Y/N (Yes/No) bubbles at the end of the Math Problem Solving subtest.

Because Math Computation is designed as a speed drill, the time limit **cannot** be waived under **any** circumstances. The Math Computation score is listed separately and does not affect any of the totals.

1. Teacher, School, City (System), State, Grade (Grade is the grade student is enrolled in.)
 2. Date of Birth: month and year
 3. Student's Name (spelled and bubbled correctly)
 4. Gender: male or female (all students)
 5. ITBS/ITED Form
 6. CogAT® Level (when applicable)
 7. Race/Ethnicity (optional)

Illustration 4