



Directions for Administering
Mathematics Problem Solving

Form A – Primary 3

Full Length

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DIRECTIONS FOR ADMINISTERING

Before you begin to administer this online test, please be sure you have read the Stanford 10 Online Administration Guide. This guide can be found on the online testing system under the Ancillaries tab. It contains important information concerning the preparation of the computers and the students for testing and includes an overview of the test content and the test administration time schedules. In addition, it provides explanations of the various screens you will see on the testing website and offers suggestions for navigating through them. Reading this guide prior to administering a test session will help ensure your test administration runs more smoothly and efficiently. The Appendix at the end of this document also lists other resources available for your reference that may assist your online test administration.

Once students have been approved into the test session and have navigated past the Welcome screen, they will be presented with a Tutorial feature. You may choose to have students take the Tutorial, or you may decide to skip the Tutorial. The Tutorial gives students practice with marking, changing, and reviewing their answers. It also provides students time to practice using any tools that they might see on the actual test, such as an online ruler, a calculator, and reference sheet.

When you are ready to begin testing, please make sure all computer work stations have been cleared and all students have scratch paper and pencils to work the problems. To administer the test, you will read all text in bold to the students. Text that is not in bold contains instructions for you to read silently to yourself.

If you have decided to skip the Tutorial, you will need to guide students in navigating past the Tutorial by reading the instructions below.

SAY At the bottom of the Welcome page, click Next to begin the test. Then at the top of the next page, click Skip Tutorial. Then click OK.

Continue reading the bold text at the asterisk (*) below.

If you want students to practice with the Tutorial, you will begin the Tutorial by reading the instructions below.

SAY At the bottom of the page, click Next to begin the Tutorial. Read the instructions on each page. When you complete the Tutorial, click Exit Section and then click OK. Raise your hand if you have any questions.

Pause while students work through the Tutorial. When all students are finished, continue by reading the bold text below.

***SAY You should be on the Mathematics Problem Solving page. Now click Next to see Sample A.**

Make sure all computers display the first page of the Mathematics Problem Solving test, Sample A.

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.”

A Now look at Sample A.

Read the sample question to yourself as I read it aloud. *Seven plus blank equals thirteen. What number should be written in the box to make this sentence true?*

Pause for replies.

SAY That’s right. The number *six* should be written in the box because *seven plus six equals thirteen*. The space under the answer *six* has been filled in to show that it is the correct answer. Does anyone have a question?

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

SAY

B Now click Next to go the next page, Sample B. Read the question to yourself as I read it aloud. *Jonah is sixth in line to get a ticket to ride the roller coaster. How many children are in front of him?* Mark your answer.

Pause while students mark their answers.

SAY Which answer did you mark?

Pause for replies.

SAY That’s right. You should have marked the answer space under *five*, because if *Jonah is sixth in line*, that means there are *five* children in front of him. Does anyone have a question?

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

SAY You will do the rest of these problems on your own. Remember, read the question and choose the best answer. Then mark the space for your answer. Keep working until you get to number 46 or I say “Stop.” Use the scratch paper I gave you for working out the problems. If a question asks you to measure something, click the Ruler button on the toolbar. Be sure to mark the space for your answer. Does anyone have a question?

Answer any questions. Repeat the instructions, if necessary.

SAY If you finish before I say “Stop,” you may check your work. On the toolbar, you can use **Go to Question** to see the questions you either skipped or bookmarked to work later. Be sure to use the **Review** page to check your answers before you click **Exit Section**.

Does anyone have any questions?

Answer all questions.

SAY You will have **50 minutes to work on this test**. If you have any trouble reading a question, raise your hand and I will help you. If you’re not sure about the answer to a question, do the best you can, but do not spend too much time on any one question.

You may begin working now. Click Next to go to the next problem.

While the students are working, walk around the room to make sure they are following directions. Check to see that students go on until they finish question 46. If a student has trouble understanding what to do or has trouble *reading* a question, explain as quickly and as quietly as you can. Try not to waste any testing time. Do not give help on specific test questions. If a student has difficulty using the ruler, you may remind them how to use the tool, but do not help them work any problems.

This subtest is untimed. Allow at least 50 minutes for students to finish.

After 50 minutes or when all students have finished,

SAY **Stop. If you have not already finished, go to number 46 and click Next. Then click Exit Section and OK.**

Pause while students click Exit Section. All screens should display the page with the Stop sign.

SAY **Now click Exit.**

Collect the scratch paper and dispose of it.

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

If testing is finished, follow the Program Coordinator’s instructions for leaving the computers.

APPENDIX

Additional resources located on the Ancillaries tab:

- Learning Assessments Online User's Guide
- Stanford 10 Online Administration Guide

Additional resources located just below the Test Administrator Login area:

- FAQ and Support
- System Check

Additional resources located on the Help folder:

- 5 Easy Steps
- Troubleshooting Tips