



Directions for Administering  
Practice Test

Primary 3

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### Customer Service

- 800-328-5999 or [eacustomerservice@pearson.com](mailto:eacustomerservice@pearson.com)
- Support is available Monday – Friday, 7:00am to 6:00pm CST

**If you are in need of technical assistance, please contact:**

### Technical Support

- 800-514-8494 or [pearsonsupport@testsys.com](mailto:pearsonsupport@testsys.com)
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## DIRECTIONS FOR ADMINISTERING PRACTICE TEST

The purpose of the Practice Test is to help students and teachers become familiar with the types of questions that will appear on the regular test. It also gives the teacher an opportunity to review the questions and directions with the students and to help them become familiar with computer-based testing. For most effective use, the Practice Test should be administered approximately one week before the regular test administration.

You should become thoroughly familiar with these Directions before administering the Practice Test. In addition, you might find it helpful to review the Stanford 10 Online Administration Guide found on the online testing system under the Ancillaries tab. It contains important information on how to prepare the computers for testing and includes an overview of the test content. It also 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 Practice Test session will help ensure your test administration runs more smoothly and efficiently.

Following the administration directions, you will find the correct responses to the questions on the Practice Test. The Appendix also at the end of this document lists other resources available that may be helpful for your online test administration.

When you are ready to begin testing, please make sure all computer work stations have been cleared and that all students have successfully opened the Practice Test. To administer the Practice 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.

**SAY We are going to work on some practice problems today. I am going to give each of you a pencil and some scratch paper.**

Distribute the pencils and scratch paper.

**SAY First, you will work the Tutorial. At the bottom of the screen, click Next to begin.**

**Now read “Finding Your Way Around.” When you are done, click Next at the top of the screen.**

**Read this page and work the Sample Question. You can practice using the buttons on the toolbar. When you are finished, click Next.**

Pause while students move to the next page.

**SAY Now learn how to review your answers to test questions. Does anyone have any questions?**

Answer all questions.

SAY **Click Next when you are finished. This page shows how to finish a test. When you have finished this page, click Exit Section and OK. Then click Next.**

1 **We will start with the Word Study Skills section. Click Next to see the directions. Read the Directions to yourself while I read them out loud. “Directions: In this question, there are three words. Decide which word is made up of two words. Then mark the space for the answer you have chosen.”**

**Look at question 1. Find the word that is made up of two words. Which answer did you choose?**

Pause.

SAY **Yes, that’s right. The second answer, *windowsill*, is made up of two words, isn’t it? *Window* and *sill*.**

**Click the mouse to mark your answer to show that *windowsill* is the right answer.**

**If you change your mind about an answer, click on the answer you think is right. Your first answer will go away, and the new answer will be marked. Is there anyone who does not understand how to mark answers?**

Pause and answer any questions the students may have.

SAY

2 **Now click Next to go to question 2. Read the Directions to yourself while I read them out loud. “Directions: Read the question and choose the best answer. Then mark the space for the answer you have chosen. Now, read question 2 and mark your answer. Pause.**

SAY **Which answer did you mark? The third word, *tricycle*, is the correct answer, isn’t it? In the word *tricycle*, *tri* means three because a *tricycle* has three wheels. If you did not mark *tricycle*, mark that answer now.**

Pause.

SAY **Does anyone have a question about what we just did?**

Give students as much explanation as necessary. Then go on to question 3.

SAY

3 **Now click Next and look at the next question. Read the Directions to yourself while I read them out loud. “Directions: Look at the word with the underlined letters. The underlined letters stand for a sound. Decide which of the other three words**

has the same sound in it. Then mark the space for the answer you have chosen.”  
Now, read question 3 and mark your answer.

Pause.

SAY Which word did you mark?

Pause for replies.

SAY Yes, you should have marked the space for the word *break*. It has the same sound, /ay/, that is in the word *crayon*. The other answers, *ready* and *bean*, do not have this same sound, do they? If you did not mark the word *break*, mark that answer now.

Give further explanation if students need help understanding. Go on to Reading Vocabulary.

SAY Now, we will move on to the next page. Click Next to go to the Reading Vocabulary section. Click Next again. Look at the directions at the top of the page. 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.”

4 Now, read question 4 and mark your answer.

Pause long enough for students to mark their answers.

SAY Which answer did you choose?

Pause for responses.

SAY That’s right, To *sprinkle* is to *scatter*. You should have marked the space next to the fourth answer. *Sprinkle* means about the same thing as *scatter*.

Pause.

SAY

5 Click Next and go to question 5. Read the sentence in the box and the question that follows it. Then mark your answer.

Pause long enough for students to mark their answers.

SAY Which answer did you choose?

Pause for replies.

SAY **Yes, the second answer is correct. The word bill in the second answer —“*Did Maida pay this bill yet?*”— has the same meaning as the word *bill* in the sentence “The bill for our electricity arrived.” Does everyone understand how we answered this question?**

Answer all questions.

SAY

6 **Click Next and look at question 6. “*The people began applauding to show Anne that they liked her singing.*” Applauding means – *whispering ... calling ... clapping ... or chattering?* Mark your answer.**

Pause while students mark their answers.

SAY **Which answer did you mark?**

Pause for replies. Then go to Reading Comprehension.

SAY

7-10 **Click Next to go to the Reading Comprehension section, then click Next again. You see directions for Using the Highlighter. Sometimes when you are reading a passage, you see something that you might want to remember to help you answer a question. You can highlight those parts of the passage so that they will be easier for you to see. Read the directions and practice highlighting and removing highlighting in this passage.**

**Now click Next to look at question 7. Read the directions at the top of the page to yourself. Follow the directions and answer questions 7 through 10 on your own. When you are finished answering questions 7 through 10, stop and look up.**

Pause several minutes to give students time to read the directions, read the story, and answer the questions.

SAY **Did anybody have trouble with these questions?**

Explain the story and each question as needed, so that students understand how to do each one. Then go on to Mathematics Problem Solving.

SAY

11-12 **Now click Next. This section is called Mathematics Problem Solving. Now click Next again. Read “Using the Ruler”. Practice using the ruler. When you are ready, click Next. Read the directions for questions 11 and 12 and mark your answers. When you are done with questions 11 and 12, stop and look up.**

Pause long enough for students to answer the questions.

**SAY** Now click Back and look at question 11. Did everyone choose *Kickball and Relay Races* as the correct answer to question 11?

Pause for questions.

**SAY** Now click Next and look at question 12. The correct answer is *Wednesday*. Are there any questions about what we just did?

Answer students' questions. Discuss the correct answers as necessary. Then go on to Mathematics Procedures.

**SAY**

**13-14** Now click Next and look at the section called Mathematics Procedures. Click Next again. Read the directions to yourself and then answer questions 13 and 14. Look up when you are done.

Pause one or two minutes to give students time to read and answer the questions.

**SAY** Does everyone understand what we just did?

Explain the correct answers as necessary.

**SAY**

**15-16** Now click Next to move to the Spelling section. Click Next again to go to question 15. Read the directions to yourself and then answer questions 15 and 16. Look up when you are done.

Pause.

**SAY** What is the answer to number 16?

Pause for replies.

**SAY** Yes, the correct answer is *No mistake*. All of the underlined words are spelled correctly, aren't they? Does everybody understand?

Make sure all students understand.

**SAY** Click Next to go to Language.

**SAY**

17-20 **Click Next again to go to question 17. Read the directions for the Language section at the top of the next page. Do questions 17 through 20 on your own and mark your answers. When you finish these four questions, stop and look up.**

Pause a few minutes to allow students time to read the directions and answer the questions.

SAY **Now click Back to question 19. How should the sentence in the box be written?**

Pause for replies.

SAY That's right, the third answer was written most clearly and correctly, wasn't it?

**Now click Next to go to question 20. "Josie is writing a story about a girl named Carol who learned to ride her bike. Which of these should Josie be sure to include in the ending of the story?" Which answer did you choose?**

Pause for replies.

SAY **That's right, the third answer is the best answer, isn't it? Are there any questions?**

Pause and answer any questions the students may have.

SAY

21-22 **Now click Next. Follow the directions and answer questions 21 and 22 on your own. Look up when you are done.**

Pause a few minutes to allow students time to read and answer the questions.

SAY **Click back to question 21. What is the main reason this paragraph was written? The fourth answer, "To tell about someone who moved," is the correct answer, isn't it?**

**Click Next. Which answer did you choose for question 22?**

Pause for replies.

SAY **That's right, the second answer, "Now I'm glad that we moved to a big city," would go *best* after the last sentence, wouldn't it? Does everyone understand what we just did?**

Give students any help or explanation they need to understand the Language questions. Then go on to Science.

SAY

23-24 **Now click Next to go to the Science section. Click Next again. Read the directions at the top of the page and do questions 23 and 24 on your own. Look up when you are done.**

Pause to let students answer the questions.

SAY **Are there any questions about what we just did?**

Make sure students understand. Then go on to Social Science.

SAY

25-26 **Click Next and look at the Social Science section. Click Next again. Read the directions for this section and mark your answers to questions 25 and 26.**

Pause to let students answer the questions.

SAY **Did anybody have trouble with these questions?**

Give help as needed.

SAY **Are there any questions about what we have done today?**

Pause and answer questions the students may have about the Practice Test.

SAY **Now we are going to practice how to finish a test. You should be on question 26. On the Toolbar, click Mark.**

SAY **Now click Next.**

SAY **Scroll down to see question 26 on the Review screen. This is an example of what happens when you click Mark so that you can go back to look at a question later. Because you marked the last question in the Practice Test, you now see the page that lets you review the test. The Review page will list every question that was bookmarked or skipped. This gives you a final opportunity to answer all the questions before you submit your test. Check your answers to any questions you skipped or marked now.**

Pause while students check their answers.

SAY **When you are finished, click Exit Section and then click OK. Raise your hand when you see the page with the stop sign. Wait for me to tell you what to do next.**

When all students have finished,

**SAY We are finished with the Practice Test. Click Exit to finish.**

Follow the Program Coordinator's instructions for leaving the computers.

**PRIMARY 3 PRACTICE TEST CORRECT RESPONSES**

| <b>Word Study Skills</b>           |                 |
|------------------------------------|-----------------|
| <b>1</b>                           | <b>Option 2</b> |
| <b>2</b>                           | <b>Option 3</b> |
| <b>3</b>                           | <b>Option 1</b> |
| <b>Reading Vocabulary</b>          |                 |
| <b>4</b>                           | <b>Option 4</b> |
| <b>5</b>                           | <b>Option 2</b> |
| <b>6</b>                           | <b>Option 3</b> |
| <b>Reading Comprehension</b>       |                 |
| <b>7</b>                           | <b>Option 1</b> |
| <b>8</b>                           | <b>Option 4</b> |
| <b>9</b>                           | <b>Option 3</b> |
| <b>10</b>                          | <b>Option 2</b> |
| <b>Mathematics Problem Solving</b> |                 |
| <b>11</b>                          | <b>Option 4</b> |
| <b>12</b>                          | <b>Option 3</b> |
| <b>Mathematics Procedures</b>      |                 |
| <b>13</b>                          | <b>Option 5</b> |
| <b>14</b>                          | <b>Option 4</b> |
| <b>Spelling</b>                    |                 |
| <b>15</b>                          | <b>Option 1</b> |
| <b>16</b>                          | <b>Option 4</b> |
| <b>Language</b>                    |                 |
| <b>17</b>                          | <b>Option 2</b> |
| <b>18</b>                          | <b>Option 4</b> |
| <b>19</b>                          | <b>Option 3</b> |
| <b>20</b>                          | <b>Option 3</b> |
| <b>21</b>                          | <b>Option 4</b> |
| <b>22</b>                          | <b>Option 2</b> |
| <b>Science</b>                     |                 |
| <b>23</b>                          | <b>Option 4</b> |
| <b>24</b>                          | <b>Option 2</b> |
| <b>Social Science</b>              |                 |
| <b>25</b>                          | <b>Option 3</b> |
| <b>26</b>                          | <b>Option 1</b> |

## 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