



Directions for Administering  
Reading Vocabulary

Form A – Primary 3

Full Length

## Customer Support

**If you need to order more inventory for test administrations, please have your school or district administrator contact:**

### 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)
- Support is available Monday – Friday, 8:00am to 5:00pm EST

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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.

When you are ready to begin testing, please make sure all computer work stations have been cleared. 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 Reading Vocabulary page. Now click Next to see Sample A.**

Make sure all computers display the first page of the Reading Vocabulary test, Sample A.

**SAY** 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.”

**A** Now look at Sample A. Read Sample A to yourself as I read it aloud. Under means—*away . . . here . . . below . . . ago*. Which word means the same, or about the same, as the underlined word *under*?

Pause for replies.

**SAY** That’s right. *Below* means about the same as *under*. That is why the space for *below* has been filled in to show that it is the right answer. Does anyone have a question?

Answer any questions students may have. Repeat Sample A if necessary.

**SAY** Now click Next to go the next page. Look at number 1. You will begin here and do numbers 1 through 15 on your own. Remember, decide which word means the same, or about the same, as the underlined word. Then mark the space for the answer you have chosen.

After you finish number 15, you will see the Review page. Check any questions you have bookmarked or skipped. Do not click Exit Section until you are sure you are finished. Once you click Exit Section, you will not be able to work these questions again. Does everyone understand? Are there any questions?

Answer any questions.

**SAY** You will have at least 12 minutes to work on this test. If you’re 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 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 the questions through number 15. If a student has trouble understanding what to do, explain as quickly and quietly as you can, but try not to waste any testing time. Do not give help on specific test questions.

This part of the subtest is untimed. Allow at least 12 minutes for students to finish.

After 12 minutes or when all students have finished,

**SAY** Stop. If you have not already finished, go to number 15 and click Next. Then click Exit Section and OK. On the page with the Stop sign, click Continue. Look at the directions at the top of the page.

Check to make sure that everyone has found the directions.

**SAY** Read the directions to yourself as I read them aloud. “Directions: Read the sentence in the box. Then choose the answer in which the underlined word is used in the same way. Mark the space for the answer you have chosen.”

**B** In Sample B, read the sentence in the box to yourself as I read it aloud. *Henry broke his pencil.*

Now look at the question below the box. *In which sentence does the word broke mean the same as in the sentence above? Read the answer choices to yourself as I read them aloud. She broke into a run. . . . I broke the glass. . . . He broke his word. . . . Joyce’s face broke out.* In each of these sentences the word *broke* has a different meaning, doesn’t it? In the first sentence, *broke* means began suddenly. In the second sentence, *broke* means cracked into pieces. In the third sentence, *broke* means did not carry out. In the fourth sentence, *broke* means erupted. Which meaning is the same as *Henry broke his pencil*?

Pause for replies.

**SAY** Yes. That’s right. The space next to *I broke the glass.* has been filled in to show that it is the correct answer. In that sentence, *broke* means the same thing as it does in the sentence in the box, so that is the correct answer. Does anyone have a question?

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

**SAY** You will do the rest of these by yourself. Remember, the same word has different meanings in the sentences. Choose the sentence where the word means the same thing as the underlined word in the sentence in the box.

You will begin here and work through number 21. After you finish number 21, you will see the Review page. Check any questions you have bookmarked or skipped. Do not click Exit Section until you are sure you are finished. Once you click Exit Section, you will not be able to work these questions again. Does everyone understand? Are there any questions?

Answer any questions. Repeat the instructions, if necessary.

**SAY** Click Next to go to the next question. Begin working.

While the students are working, walk around the room to make sure they are following directions. Do not give help on specific test questions.

This part of the subtest is untimed. Allow at least 4 minutes for students to finish.

After 4 minutes or when all students have finished,

**SAY Stop. If you have not already finished, go to number 21 and click Next. Then click Exit Section and OK. On the page with the Stop sign, click Continue. Look at the directions at the top of the page.**

**Read the directions to yourself as I read them aloud. “Directions: As you read each sentence, use the other words in the sentence to help you figure out what the underlined word means. Then mark the space for the answer you have chosen.”**

**C Now read Sample C to yourself as I read it aloud. It was a gorgeous day with plenty of sunshine and a blue sky. Gorgeous means—*beautiful ... rainy ... cloudy ... dark*. Which word means the same as the underlined word in the sentence?**

Pause for replies.

**SAY There is a clue in the sentence, isn’t there? Even if you don’t know what *gorgeous* means, you know that a day with plenty of sunshine and a blue sky wouldn’t be *rainy, cloudy, or dark*. So the word *beautiful* is the right answer.**

**The answer space next to *beautiful* has been marked because *beautiful* means about the same as the underlined word, *gorgeous*. Does anyone have a question?**

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

**SAY You will begin here and work until you come to number 30. If you finish before I tell you to stop, check any questions you have bookmarked or skipped. Do not click Exit Section until you are sure you are finished. Once you click Exit Section, you will not be able to work these questions again. Does everyone understand? Are there any questions?**

Answer any questions. Repeat the instructions, if necessary.

**SAY Click Next to go to the next question. Begin working.**

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 number 30. If a student has trouble understanding what to do, explain as quickly and quietly as you can, but try not to waste any testing time. Do not give help on specific test questions.

This part of the subtest is untimed. Allow at least 4 minutes for students to finish. After 4 minutes or when all students have finished,

**SAY Stop. If you have not already finished, go to number 30 and click Next. Then click Exit Section and OK.**

Pause while students exit the section. All screens should display the page with the Stop sign.

**SAY**    **Now click Exit.**

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