

Grade: Kindergarten

Dear Parents,

Within the next few weeks, your child will be taking the *Stanford Achievement Test*, Tenth Edition (Stanford 10).

The Stanford 10 is a norm-referenced standardized test. This means that your child's scores provide a comparison of his or her performance to that of thousands of other children in the same grade who took Stanford 10 at the same time of year. The results help show what your child has learned and what your child has not yet mastered. It is important to understand that no one "passes" or "fails" the Stanford 10.

The Stanford 10 includes many of the subjects that your child is taught in school. Some sample questions have been included in this booklet. You will notice that several answer choices are given for each question. The student is supposed to select and mark the best answer.

It would be a good idea for you to share these sample questions with your child so that he or she knows what to expect. The teacher will be reviewing other sample questions before the Stanford 10 is given in order to make sure your child knows what to do. In the directions that will be read to your child, this will not be called a test. In order for children to do their best, they should be as comfortable taking the Stanford 10 as they are when doing a regular paper-and-pencil activity in school.

The Stanford 10 can give only certain kinds of information about how your child is doing in school. To get a more complete picture, you also need to know how your child does with daily classwork and other activities.

Pearson

Reading



At the SESAT levels, the Stanford 10 measures how well your child is learning the beginning skills important for reading. There are three subtests: 1) Sounds and Letters, 2) Word Reading, and 3) Sentence Reading. Sounds and Letters measures the child's ability to match beginning and ending sounds in words and to recognize letters and match them to sounds. Word Reading measures the ability to recognize printed words. The child is asked to identify a word or a sentence. Sentence Reading requires the child to identify the picture that best illustrates the meaning of one or two printed sentences.

The teacher reads aloud the text that appears in the shaded boxes.

Sounds and Letters

Here you see three groups of words. Which one of these is a sentence? Mark the space next to the one that is a sentence.

1

- He is little.
- Ve3qs
- What/is/how

Here you see a picture of a snail. Look at the three groups of letters next to the picture. Mark the space under the group of letters that stand for the first sound in *snail*.

2



sp



sn



nl



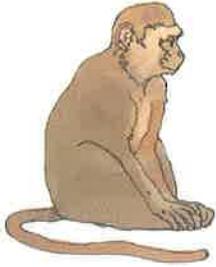
Reading



Word Reading

Here you see a monkey. Look at the three words next to the picture. Find the word that you think tells what the picture is. Mark under the word *monkey . . . monkey*.

3



muddy



monkey

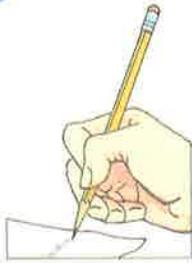


tickle



Next to the picture, there are two rows of words. In each row, there is one word that tells something about the picture. Look at the words in the rows next to the picture; then find the word in each row that tells something about the picture.

4-5



4

brown



pony



pencil



5

writing



over



jacket



Reading



Sentence Reading

Here is the first part of the story:

Listen. *The cat is on the bed. The cat likes to play.*

Now read the last part of the story in your booklet and mark under the picture that goes with it.

6

The cat is on the chair.





Sentence Reading

Here is the first part of the story.

Listen. *I like to cook. I help my mother.*

Now read the last part of the story in your booklet and mark under the picture that goes with it.

7

This is my pie.



Mathematics

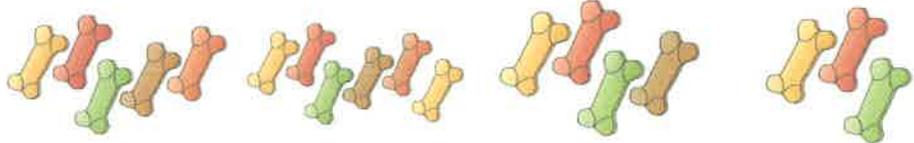


This subtest measures how well children understand the beginning ideas and skills of mathematics. The questions cover the meaning of numbers, patterns, graphs, shapes, measuring, and simple problems.

The teacher reads aloud the text that appears in the shaded boxes.

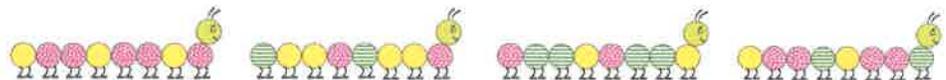
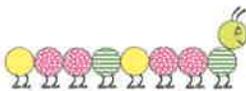
Put your marker under the first row, where you see the car. Look at the group of dogs at the beginning of the row. Count the number of dogs. Mario wants to give each dog one bone. Which set of dog bones should Mario use? Mark the space under the group that shows one bone for each dog.

8



Put your marker under the next row, where you see a bell. Look at the drawing of a caterpillar at the beginning of the row. The circles in the body repeat to make a pattern. Now look at the other four caterpillars. Which other caterpillar has the same repeating pattern as the first caterpillar? Mark the space under the caterpillar that shows the same pattern as the first caterpillar.

9





The calendar shows the month of April. Which date in April is on a Monday? Mark under the date in April that is on a Monday.

10



April						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

6



14



19



25



Environment

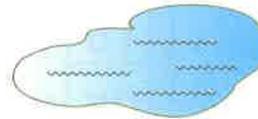
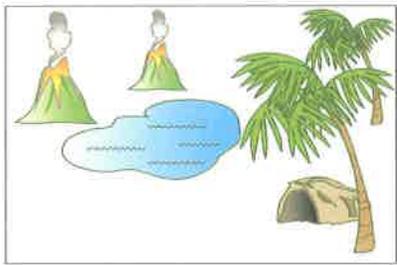


The Environment subtest measures children's understanding of their social and natural environments. The social environment section includes questions assessing simple concepts of history, geography, political science, and economics. The natural environment section includes questions related to plants and animals, earth and space, physical principles, and the relationship of science to the environment.

The teacher reads aloud the text that appears in the shaded boxes.

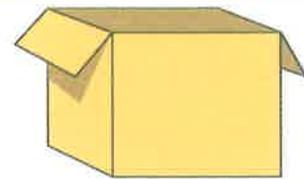
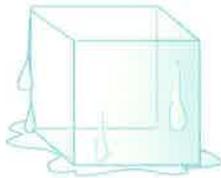
Move your marker under the first row. Look at the map. You can see a cave, two palm trees, a lake, and two volcanoes. Mark under the picture of the one that is closest to the cave.

11



Look at the three pictures. Which one would feel colder than the others? Is it the ice, the block, or the box?

12



Listening to Words and Stories



This subtest measures how well your child gains information through listening. At this level, the test covers the child's knowledge of the meaning of words and the ability to understand and interpret material that is read aloud.

The teacher reads aloud the text that appears in the shaded boxes.

Put your marker under the first row, where you see the fish. Juan has almost completed his painting. Mark under the picture that shows Juan has *almost completed his painting* . . . *almost completed his painting*.

13



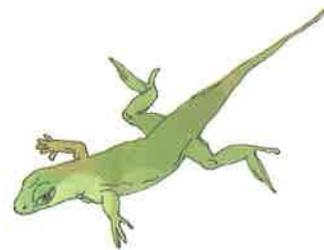
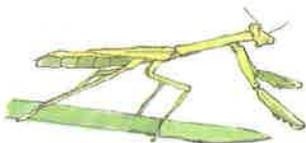
Listening to Words and Stories

Listen carefully to this story. There will be two questions about it.

Some people don't like bugs, but almost everyone loves butterflies. Butterflies are beautiful. They can often be found in gardens where there are flowers. But many insects and spiders that live in gardens like to eat butterflies. Birds, lizards, and frogs also eat butterflies. Some butterflies get away by quickly flying away or by hiding in the grass or under leaves. Then, when it is safe, the butterflies come out again.

Put your marker under the first row, where you see a hammer. Which of these does the paragraph say that some people don't like? Is it—*bugs* . . . *frogs* . . . or *lizards*?

14



Move your marker to the second row, where you see the heart. Which of these eats butterflies? Is it—*squirrels* . . . *birds* . . . or *rabbits*?

15

