



# Stanford Diagnostic Reading Test

Fourth Edition

**Pink and Teal  
(Complete Battery)**

## Order for Scoring Services

Instructions for completing this order form are printed on both sides of this cover sheet. Use this Order for Scoring Services if you administered the *Stanford Diagnostic Reading Test Complete Battery (SDRT4)* for Pink and Teal levels. To use the attached order form, tear off the perforated tab and remove this cover sheet. Before marking on the order form, please separate the remaining sheets into two sets. Each of these two sets contains a SERVICE BILLING COPY plus a CUSTOMER COPY.

To ensure prompt service, please complete all requested information in Parts I–IV contained within these two sets. Be sure to include the SERVICE BILLING COPY from each set of the Order for Scoring Services in package 1 of your shipment to:

Pearson  
905 W. Howard Lane  
Austin, TX 78753

If you need additional help to complete your order, please contact your Measurement Consultant, or call Customer Service at 1-800-328-5999 (press prompt #1).

### GENERAL INFORMATION

This Order for Scoring Services form has four parts. PART I provides the necessary background information to ensure accurate and prompt reporting services; PART II enables you to order the Basic Service; PART III enables you to order Optional Reports and Services; and PART IV provides the district name, school name(s), counts of groups and answer documents, mailing addresses, and the purchase order number.

### Stanford Diagnostic Reading Test Score Abbreviations

- ♦ RS Raw Score (number of items answered correctly)
- ♦ SS Scaled Score
- ♦ GE Grade Equivalent
- ♦ PR-S Percentile Rank and Stanine — These are printed in the same column on most reports and constitute one score choice.
- ♦ NCE Normal Curve Equivalent
- ♦ PI Progress Indicator
- ♦ Local Norms — Local Percentile Rank-Stanine (L/PR-S) and Local Normal Curve Equivalent (L/NCE) may be chosen for many reports. These scores are derived from distributions of the Scaled Scores obtained by students whose answer documents are processed together in each grade for a school district. Local norms are not recommended for groups of fewer than 100 students per grade. (See our current catalog for any charge associated with the computation of Local Norms.)

### COMPLETING PART I – BACKGROUND INFORMATION

To ensure prompt service that meets your reporting needs, you must answer the questions in PART I.

1. *Stanford Diagnostic Reading Test* meets special requirements by providing Empirical Fall, Empirical Spring, Interpolated Midyear, and Other Interpolated (norms interpolated to the number of days of instruction) norms. If you tested within the regular fall, midyear, or spring norming periods, you should check either EMPIRICAL FALL, EMPIRICAL SPRING, or INTERPOLATED MIDYEAR and proceed to Question 2.  
  
OTHER INTERPOLATED Norms can be ordered by using the INTERPOLATED NORMS TABLE located on page 2. Use either the calendar “DATES” column, or the “NUMBER OF DAYS OF INSTRUCTION” column, and find the range corresponding to the day preceding the first day of testing. Then read the “USE THIS NORMS PERIOD” column and enter the Norms Period number in the blank space provided on the Order for Scoring Services form.
2. If you included any pre-identified documents (pre-slugged documents or scannable labels) in your order, you must check YES for Question 2.
3. To exclude a specific group of students within your order from your summary reports, you must check YES for Question 3. Also, you must grid the first bubble in column one of the “FOR SCORING SERVICE USE” grid on side 1 of the Scoring Service Identification Sheet (#5-1-2001) placed on top of the group to be excluded.

### COMPLETING PART II – BASIC SERVICE

As a rule, all reports will be produced by grade and level. If you have mixed forms/levels in a grade, summary reports will not provide raw score statistics (including clusters).

The Basic Service provides the following sets of reports:

♦ **Individual Diagnostic Report** (2 copies) routinely reports Raw Score (RS), Progress Indicator (PI), and National Percentile Rank and Stanine (N/PR-S) for each subtest. Raw Score and National Percentile Rank and Stanine are reported for the SDRT Total. You may indicate your choice of one or more additional score options, including Scaled Score (SS), Normal Curve Equivalent (NCE), and Grade Equivalent (GE) at no extra cost.

“Skills Analysis” measuring specific concepts is provided for each subtest. The Skills Analysis shows the number of questions the student answered correctly out of the number possible for each skill. A shaded oval indicates that the score is at or above the Progress Indicator cutoff score. The cutoff scores were established by the test developers and indicate whether or not students are sufficiently competent in the concept or skill to progress in the regular instructional program.

♦ **Class Summary Report** (2 copies) includes averages of the subtest and total scores presented on the Individual Diagnostic Report. For each skill, the report shows the number and percent of students who scored at or above the cutoff score, as well as those who scored below. The skills within each subtest are described, followed by a list of students in alphabetical order who are below the Progress Indicator (PI) cutoff score.

♦ **School and District Summary Report** (2 copies) shows averages for the subtests and SDRT Total in terms of the scores presented on the Individual Diagnostic Report. It also contains the number and percent of students scoring at or above the Progress Indicator cutoff score or below for each skill.

### HOW TO ORDER BASIC SERVICE

**SCORE CHOICES:** You will automatically receive Raw Scores, Progress Indicators, and National Percentile Ranks and Stanines. Check the additional score types you wish to order.

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ISBN 015488368-9



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## PART IV – DISTRICT INFORMATION

<div style="display: flex; justify-content: space-between;"> <div style="width: 40%; border-bottom: 1px solid black;"></div> <div style="width: 60%; border-bottom: 1px solid black;"></div> </div> <p style="text-align: center; font-size: small;">Name of school district or organization exactly as it should appear on the reports.</p>
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Date Testing Began _____	Month (MM)	Day (DD)	Year (YY)
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<b>GRADES</b> →																					
<b>LEVELS</b> →																					

Print School Names below exactly as gridded on Scoring Service ID Sheets (#5-1-2001). Do not exceed 20 letters and spaces.

	Number of		Number of		Number of		Number of		Number of		Number of		Number of		Number of		Number of		Number of		
	Groups	Documents	Groups	Documents	Groups	Documents	Groups	Documents	Groups	Documents	Groups	Documents	Groups	Documents	Groups	Documents	Groups	Documents	Groups	Documents	
<b>TOTALS</b>																					

PHONE NUMBER: ( \_\_\_\_\_ ) \_\_\_\_\_

SEND REPORTS TO:

\_\_\_\_\_  
Name and Title

\_\_\_\_\_  
District, School, Organization

\_\_\_\_\_  
Street Address (P.O. Box alone is not sufficient)

\_\_\_\_\_  
City State ZIP

\_\_\_\_\_  
E-mail Address

SEND INVOICE TO (if different):

\_\_\_\_\_  
Name and Title

\_\_\_\_\_  
District, School, Organization

\_\_\_\_\_  
Street Address or P.O. Box

\_\_\_\_\_  
City State ZIP

**PURCHASE ORDER NUMBER:** \_\_\_\_\_

Your Purchase Order Number must be included on this form to ensure processing.

\_\_\_\_\_  
Authorized Signature Date

**RETURN OF REPORTS:** The reports will be sent by a method we believe will minimize transit time consistent with cost. If you want a particular method used, please indicate it here.

\_\_\_\_\_

F C O R S C O R I N G	ORDER NUMBER	
	DATE RECEIVED	RECEIPT NUMBER
	ALERT	LOCATION
	ESTIMATED N-COUNT	EDIT NUMBER
	CART NUMBER	TESTING PROGRAM <b>SDR4T</b>



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**SDRT 4 Pink and Teal Levels  
(Complete Battery)**

## COMPLETING PART III – OPTIONAL REPORTS/SERVICES

**NOTE:** You must order the Basic Service before you can order Optional Services.

The Optional Services section contains additional reports and services.

- ♦ **Record Label** — This service provides one or more copies of a pressure-sensitive label for each student. Up to six scores may be selected. Labels are arranged in alphabetical order, and are designed for placement in a cumulative record folder.

### HOW TO ORDER RECORD LABEL

**NUMBER of COPIES:** On the line preceding the report name, enter the number of copies you wish to order.

**SCORE CHOICES:** Check the score types you wish to order.

**GROUPING:** Select one grouping.

- ♦ **Group Roster with Summary**—This service provides a roster of students in alphabetical order and reports up to six scores. The report includes a page of summary statistics for all the scores you choose.

### HOW TO ORDER GROUP ROSTER w/SUMMARY

**NUMBER of COPIES:** On the line preceding the report name, enter the number of copies you wish to order.

**SCORE CHOICES:** Check the score types you wish to order.

**GROUPING:** Check one or more groupings. A “group” is defined as the Basic Reporting Unit. The placement of the Scoring Service Identification Sheet (#5-1-2001) identifies each Basic Reporting Unit. The price applies to each grouping selected. For example, if you ask us to produce a Group Roster with Summary by Class and by School, you will receive and be charged for two Group Rosters with Summary.

- ♦ **Student Data CD-ROM** — This service provides all available student scores and related indicative information. A copy of the Student Record Description will be provided with the CD-ROM.

### HOW TO ORDER STUDENT DATA CD-ROM

Check the box preceding the report name.

- ♦ **Student Data Diskette** — This service provides all available student scores and related indicative information. Data are placed on 3½” diskettes in either IBM or Macintosh format. A copy of the Student Record Description will be provided with the diskette.

### HOW TO ORDER STUDENT DATA DISKETTE

Check the box preceding the report name.

**DISKETTE TYPE:** Diskettes are available in IBM or MAC (Macintosh). Select one type.

**NOTE:** For MAC Student Data Diskette, you must also provide the name of the software you will use (e.g., Microsoft Works, Excel, etc.)

- ♦ **RETURN ALL ANSWER DOCUMENTS** — Answer documents are held for 60 days at our Scoring Center and then destroyed. Please see our current catalog for prices associated with return of answer documents. If you wish to have your answer documents returned, place a check mark in the box preceding the item.
- ♦ **SPECIAL INSTRUCTIONS** — Make entries in this section only if we have asked you to do so in response to your special requirements.

## COMPLETING PART IV – DISTRICT INFORMATION

- ♦ In the box in the upper left portion of PART IV, print the name of the school district as you want it to appear on the reports. Limit the name to 20 letters and spaces.

**NOTE:** This should be the same as the district name on your Scoring Service Identification Sheet (#5-1-2001).

- ♦ In the box in the upper right portion of PART IV, enter the date on which testing began.

- ♦ Enter the grades tested in the grid labeled “GRADES.”

**NOTE:** Grades should be listed low to high.

- ♦ Enter the *Stanford Diagnostic Reading Test* Complete Battery level (Pink or Teal) and form under the appropriate grade. In the event you have tested more than one level or form at one grade, indicate “mixed” as the level/form.

- ♦ In the next section, print the school names exactly as they appear on your Scoring Service Identification Sheet (#5-1-2001). Then beside each school name, enter the number of groups being submitted for each grade.

**NOTE:** A group is defined as the Basic Reporting Unit. The placement of the Scoring Service Identification Sheet (#5-1-2001) identifies each Basic Reporting Unit.

- ♦ Beside each group number, enter the number of answer documents being submitted for each grade.
- ♦ Total the number of groups for each grade, and enter the total on the “TOTALS” line.
- ♦ Total the number of documents for each grade, and enter the total on the “TOTALS” line.
- ♦ If you need more room to list the school names in PART IV, please use an additional PART IV form.
- ♦ Provide the area code, phone number, and complete mailing address to which the reports are to be sent. (P.O. Box alone is not sufficient.) Complete the address to which the invoice is to be sent.
- ♦ In the “RETURN OF REPORTS” section, indicate any special mailing instructions you want us to follow. If you provide no instructions, we will send the reports by a method we think best.
- ♦ Below the “SEND INVOICE TO” section, enter your Purchase Order Number to which our invoice should refer.  
☞ **Your Purchase Order Number must be included on this form to ensure processing.**
- ♦ Sign and date the order.

## FINAL INSTRUCTIONS

Remove the CUSTOMER COPY page and retain as your copy of the order. Include the SERVICE BILLING COPY in box 1 of your shipment of answer documents to:

Pearson  
905 W. Howard Lane  
Austin, TX 78753

Refer to the Interpolated Norms Table below if you are ordering OTHER INTERPOLATED Norms for Question 1 under Background Information.

INTERPOLATED NORMS TABLE		
USE THIS NORMS PERIOD	No. of DAYS of INSTRUCTIONS	DATES
1	0-5	07/01 - 09/14
Empirical Fall*	6-30	09/15 - 10/15
4	31-41	10/16 - 10/31
5	42-52	11/01 - 11/15
6	53-60	11/16 - 11/30
7	61-71	12/01 - 12/15
8	72-75	12/16 - 12/31
9	76-85	01/01 - 01/15
Interpolated Midyear*	86-96	01/16 - 01/31
11	97-107	02/01 - 02/15
12	108-118	02/16 - 02/29
13	119-129	03/01 - 03/15
14	130-135	03/16 - 03/31
Empirical Spring*	136-160	04/01 - 04/30
17	161-171	05/01 - 05/15
18	172-182	05/16 - 05/31
19	183+	06/01 - 06/31
*Norming Dates		
Empirical Fall		
September 15 - October 15		
Interpolated Midyear		
January 16 - January 31		
Empirical Spring		
April 1 - April 30		

## SDRT 4 Pink and Teal Levels (Complete Battery)

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# Stanford Diagnostic Reading Test

Fourth Edition

## COMPLETE BATTERY

### Instructions for Preparing and Shipping Machine-Scorable Answer Documents for Scoring and Reporting

#### To the Supervisor of the Testing Program

The person in charge of the testing program is responsible for ensuring that the completed answer documents arrive at Pearson in Austin, properly organized and in good condition. The following directions will assist you in preparing Pink/Teal and Red through Blue levels. They include instructions for inspecting, organizing, stacking/packing, and shipping your documents.

#### I. Inspecting the Completed Documents

The machine used to score the answer documents is capable of nearly 100% accuracy. To ensure such accuracy, the documents must be properly completed and in good physical condition. Before returning the test materials, inspect each document carefully, paying particular attention to the following points:

- A. Check documents that require gridding a bubble to identify level or form. It is essential that the appropriate bubble(s) are completely darkened because this information tells the computer which key and table to use for scoring and reporting.
- B. Inspect all documents for improper marks. All marks to be read by the scanners must be very dark. Marks made with ballpoint pen, felt tip pen, or hard or colored pencils cannot be properly scored. Darken all light marks with a soft (No. 2) black lead pencil. Also check to make sure all erasures are complete.
- C. Be sure that only one bubble is marked in each alphabetic column on the Name Grid.
- D. The Student Number and Other Information fields should be gridded only if the school or district has elected to use either of these features. If either is used, be sure the codes are completely darkened and that only one bubble is gridded in each column used.
- E. Any additional sections should be gridded only if the school or district has elected to use these features. To complete these sections you must follow the instructions in the Directions for Administering.

#### II. Organizing the Documents

- A. A Scoring Service Identification Sheet (#5-1-2001) must be completed and placed on top of the documents from each class (or grade if organizing by grade). The placement of this document identifies the Basic Reporting Unit (BRU), establishing the groupings of the reports.
  1. Documents of different levels and forms may be mixed in a Basic Reporting Unit as described in the note.

**NOTE:** *Pink and Teal level documents may be mixed together in a shipment. Red, Orange, Green, Purple, Brown, and Blue level documents may be mixed together in a shipment, but not with the Pink and Teal levels. Pink/Teal and Red through Blue must be shipped as separate orders with the appropriate Order for Scoring Services (OSS).*

2. Grades may **not** be mixed within a Basic Reporting Unit.

**NOTE:** *The answer documents need not be alphabetized within the Basic Reporting Units because the computer will arrange the students' records into the proper sequence for reporting.*

- B. Organize the documents, either **BY CLASS** within grade in each school or **BY GRADE** for each school.

1. ORGANIZATION BY CLASS WITHIN GRADE IN SCHOOL: Complete **SIDE 1** and **SIDE 2** of the Scoring Service Identification Sheet (SSID) (#5-1-2001).
  - a. On **SIDE 1**, write the information in the upper right corner. Enter and grid the Grade, School Name, and Number of Documents. Write and grid the School Name uniformly on all SSID sheets for each building. The entry in "Number of Documents" must reflect the total number of booklets or answer sheets behind the SSID sheet. Grid the School Code section only if local district instructions have been provided.
  - b. On **SIDE 2**, completely darken the bubble at the top of the page. Enter and grid the Teacher, Counselor, or Group Name. Grid the Group Code section only according to local instructions.

2. ORGANIZATION BY GRADE IN SCHOOL: If you have organized the documents by grade in school, complete only **SIDE 1** of the Scoring Service Identification Sheet as described above.

**REMEMBER:** *For each building, the School Name must be entered and gridded uniformly on all Identification Sheets.*



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