

Administration and Training Manual

for the

**Texas Early Mathematics Inventories –
Progress Monitoring
(TEMI-PM)**

Kindergarten

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Section 1: Introduction

This manual provides information to teachers and others participating in the statewide standardization of the *Texas Early Mathematics Inventories – Progress Monitoring* (TEMI-PM) and the *Texas Early Mathematics Inventories – Outcome* (TEMI-O). For the past 3 years, we have been developing and field testing the measures in kindergarten and grades 1 and 2. Preliminary benchmarks have been established, and the statewide standardization will result in permanent benchmarks in the areas assessed by the tests.

In this section, we provide an overview of the Assessment Project. In subsequent sections, we will provide general testing information and specific test administration instructions for Day 1 testing, Day 2 testing, and Day 3 testing. We will conclude the manual with testing tips and final remarks.

The purpose of the Assessment Project is to (a) establish benchmarks for identifying struggling students who require intervention and (b) provide a means of monitoring their progress during the intervention.

The TEMI-PM is composed of four 2-minute fluency measures that primarily assess the number, operations, and quantitative reasoning Texas Essential Knowledge and Skills (TEKS). The second measure, the TEMI-O, is more broad-based in that it assesses most of the TEKS—not only number, operations, and quantitative reasoning, but also statistics and probability, measurement, underlying processes and tools, and so forth. Separate tests were designed specifically for kindergarteners, first-graders, and second-graders.

The results of the Assessment Project will be included in professional development materials for education service centers (ESCs) throughout Texas. During the yearlong project, individual student results (based on preliminary norms gathered across five Texas school districts) will be made available to each school to identify students in your classroom who are in need of intervention. All examiners, the professionals across Texas who will be giving the test to their students, are valuable members of the statewide assessment team.

The project assesses students in K–2 using the TEMI-PM and the TEMI-O. Examiners will give each test to all participating students (that is, those whose parents or guardians have signed consent forms granting participation in the project) in the fall (September for grades 1 and 2, October for students in kindergarten), in the winter (January, all grades), and in the spring (late April/early May, all grades).

During each administration period (fall, winter, and spring), the tests will be given across 3 days: Day 1, Day 2, and Day 3. Examiners should plan on 30–45 minutes of testing each day that will include setting up, doing the demonstration and practice items, administering the actual test items, and picking up the tests.

Examiners will be provided with the tests; examiners will need to provide students with pencils and dividers (optional if student separation is desired). Students should clear off their desks in preparation for the test and be encouraged to do their best.

It is critical that examiners administer the tests with fidelity; that is, they should follow the administration procedures exactly as written in this manual. Avoid providing extra time or

prompts (or teaching during the test), as this will invalidate the tests' results. This manual and accompanying video are designed to teach the administration procedures so that the statewide results will be valid for all school districts in Texas.

Section 2: Day 1 Testing

Introduction to Day 1

This section of the manual deals with administering the TEMI-PM. We will describe:

- The TEMI-PM.
- What is needed to get ready for Day 1 testing.
- The procedures for Day 1 testing.

Before we begin, it is important to note that students should be told that they are participating in a project with other students across Texas to see how Texas students do in mathematics. Tell them to try their best, and make note that there may be problems that students do not know how to solve. Students are not expected to be able to answer all the questions they are asked on the test, especially in the fall; they should just do their best.

TEMI-PM Description

The TEMI-PM assesses fundamental numeration skills that students should master if they are to benefit from instruction across the broad-based TEKS. The research is clear that if students have no fundamental sense of numbers or quantity, they are at risk for failure in overall mathematics. Four tests compose the TEMI-PM. For kindergarten, the tests are:

- Magnitude Comparisons.
- Number Identification.
- Number Sequences.
- Quantity Recognition.

NOTE: It would be helpful to examine a student booklet for the grade you will be testing as we discuss the tests. Leaf through the pages as we discuss each test by examining (a) what we measure, (b) how we measure, and (c) what we ask students to do.

Magnitude Comparisons (Kindergarten, Grade 1, and Grade 2)

- **What we measure:** Magnitude Comparisons involves a variety of skills: numeral recognition and knowledge (0 through 20 in kindergarten, 0 through 99 in grade 1, 0 through 999 in grade 2); quantity recognition; place value; “same as, less than, greater than”; and the ability to handle a pencil in order to draw a circle or loop, turn pages of a booklet, and listen to and follow directions. Also, students must sustain attention and be able to track across columns and avoid skipping rows as they work.
- **How we measure:** Students look at two numbers that appear side-by-side in a box in their student booklet (a vertical dotted line separates the two numbers). As a fluency measure, the test is designed to see how many items the student can answer correctly in 2 minutes by circling the bigger of the two numbers (in kindergarten; first-graders circle the smaller number; second-graders circle the number “that is less”) or circling both numbers if they are the same (equal).
- **What we ask students to do:** Students must pay attention, listen carefully, and do their best to look at two numbers side-by-side and circle the number that is their answer or

circle both numbers if they are the same. Students should start on time (not early) and stop testing and put their pencil down when the examiner says, “Stop.”

Number Identification (Kindergarten Only)

- **What we measure:** Number Identification involves a variety of skills: numeral recognition and knowledge (1–20), place value, and sequence.
- **How we measure:** Students look at rows of squares, up to five squares per row, and count the number of squares they see. The student then looks at four possible response choices, next the stimulus boxes. As a fluency measure, the test is designed to see how many items the student can answer correctly in 2 minutes.
- **What we ask students to do:** Students should pay attention, listen carefully, do their best to count the squares, look at the response choices, and circle the response choice that shows how many squares there are in all. We also ask them to start on time (not early) and stop testing and put their pencil down when the examiner says, “Stop.” Children must manage a pencil in order to draw a circle or loop, turn pages of a booklet, and listen to and follow directions. Also, students must pay sustained attention while being able to track across columns and not skip rows as they work.

Number Sequences (Kindergarten, Grade 1, and Grade 2)

- **What we measure:** Number Sequences imbeds several skills: numeral recognition and knowledge, counting ahead or counting back (0 through 20 in kindergarten, 0 through 99 in grade 1, 0 through 999 in grade 2), place value, and “less than and greater than.”
- **How we measure:** Students look at a three-number sequence; one number of the sequence is missing and is represented by a blank. The missing number may be the first number in the sequence, the second number, or the third number. In kindergarten and grade 1, the student then looks at four possible response choices, in boxes below the stimulus series, and circles the answer. In grade 2, students write the number on the blank (representing the missing number). As a fluency measure, the test is designed to see how many items the student can answer correctly in 2 minutes.
- **What we ask students to do:** Students are asked to pay attention, listen carefully, and do their best to look at the series and the response choices and circle the response choice (or, for second-graders, write the number) that completes the three-number series. We also ask them to start on time, not early, and stop testing and put their pencil down when the examiner says, “Stop.” Students also are asked to manage a pencil in order to draw a circle or loop (kindergarten and grade 1) or write numerals to 999 (grade 2), turn pages of a booklet, and to listen to and follow directions. Finally, students must pay sustained attention and be able to track across columns and not skip rows as they work.

Quantity Recognition (Kindergarten Only)

- **What we measure:** Quantity Recognition involves a variety of skills, including the ability to: see and recognize numerals, recognize quantity immediately (a skill known as subitizing), or count ahead to 6.
- **How we measure:** Students look at randomly placed dots clustered near one another, ranging from 1 to 6 dots. The student then looks at six possible response choices: 1, 2, 3, 4, 5, or 6, in boxes below the stimulus item, and circles the number that corresponds to the number of dots shown. As a fluency measure, the test is designed to see how many items the student can answer correctly in 2 minutes.
- **What we ask students to do:** We ask students to pay attention, listen carefully, do their best to recognize quantity immediately or count the circles, look at the response choices, and circle the response choice that shows how many dots they see. We also ask them to start on time, not early, and stop testing and put their pencil down when the examiner says, “Stop.” Children must manage a pencil in order to draw a circle or loop, turn pages of a booklet, and listen to and follow directions. Also, students must stay on task, be able to track across columns, and not skip rows as they work.

Getting Ready for Day 1 Testing

As examiners prepare for testing, they should have all materials at hand. During testing:

- Students will need pencils to mark their answers.
- Students will not need erasers; they will be asked to *cross out* wrong answers instead of erasing them—erasing takes too much time and can have a dramatic effect on fluency scales.
- Examiners may wish to use dividers to deter students from looking at other students’ answers. Dividers are optional, depending on examiner judgment. If examiners want to use dividers but don’t have them, they can look at the instructions in the manual appendix on how to make dividers.
- Examiners should have stickers for the students; these are given out after every testing day.

As part of their test administration packet, examiners should be supplied the following:

- Overhead transparencies for Demonstrations.
- Dry-erase pen for marking the Demonstrations.
- Student test booklets.
- Administration and Training Manual with accompanying CD-ROM.
- Consent forms for parents/guardians; only students with written permission to participate will be tested.
- “Class List Check Sheet” for testing (this has the names of students with signed consent and those without signed consent). Again, only students with signed consent are to be tested.
- Student stickers.

Examiners will have to supply (these are *not* provided by project staff):

- Overhead projector.
- Dividers.
- Timers with minutes and seconds displays.

Day 1 Testing Procedures

Testing for the TEMI-PM should take between 30 and 45 minutes, with the approximate time frame being:

- Materials distribution, 5 minutes.
- Demonstrations, 2 minutes each; four tests, 8 minutes total.
- Practice items, 2 minutes each; four tests, 8 minutes total (includes 30 seconds for completing practice items).
- Administration of test items, 3 minutes each (1 minute of instructions, 2 minutes of testing); four tests, 12 minutes total.
- Pick up, 2 minutes.

There are three sections across the four tests:

- **Demonstrations:** The Demonstrations are designed to model for students the testing task and show students how to mark their answers. They are *not* designed to teach the constructs being measured. Demonstrations are at the beginning of each test. Note that with each demonstration, the examiner is directed to make an intentional mistake (this is built into the instructions). The mistake is designed to show the students how to correct any mistake by marking out the incorrect answer with an X, rather than erasing the incorrect answer.
- **Practice:** The Practice items are designed to prepare students for the pacing they will need. Instructions are read aloud to the students, who are given 30 seconds to complete as many items as they can. At the end of the practice items, students can be reminded that they are not expected to complete all items; they are to do as many as they can in the time allotted.
- **Test items:** Instructions are read aloud to the students, and they are given 2 minutes to complete as many items as they can. There are several pages of items, so students will have to turn pages quickly, one page at a time, and avoid skipping pages. Arrows at the bottom of the page are designed to show students that they should continue working. A “stop sign” appears at the end of the last test item. In the fall, almost no one will complete all of the items. As students progress throughout the school year and are retested, they will complete more items.

Here are some general comments that pertain to testing.

- Pacing, pacing, pacing—all three sections of testing (Demonstrations, Practice, and Test items) should proceed as a brisk pace. It is important not to be overly deliberate when going over the demonstrations and practice items. Normally, testing should take between 30 and 45 minutes to complete, but when proper pacing was not heeded during early field-testing, testing took well over an hour. Students became bored, fidgety, and strayed off task.
- Some students stop testing when they finish one page of test items, forgetting that the arrow means that they are to turn their page and keep going. Be alert to this occurrence. Remind students, “If you get to the arrow, turn the page and keep working until you get

to the stop sign or until I say ‘stop.’” You may have to physically turn the page for some persistent students.

- When testing, it is best if you have two timers. Set one for 30 seconds (this is the timer you can use for Practice), and set the other timer for 2 minutes (this is the timer you can use for Test items).
- Some students do not do well in group testing situations. Their inattention, behavior, impulsivity, and so forth, can invalidate their test results; and their behaviors can be disruptive to other students. For these students, it may be best to test them in smaller groups or individually, using the same instructions used in typical group testing.
- If students show signs of frustration or refuse to proceed, collect their materials and either test them later in small groups or individually or do not test them. Do not continue to test students who are clearly distraught.
- Examiners need to have all students’ full attention during the testing procedure.
- After examiners have read the instructions and just before saying, “Ready ... Begin” to get the children started, all students are told to hold their pencils high in the air where they can be seen. This is designed to ensure that all students start at the same time. Some students may want to get a “head start” and begin testing before the 2-minute timing begins. *Do not begin testing until all pencils are raised.*
- When the time expires, say, “Stop, put your pencils down.” Make sure that all students stop working and place their pencils on their desk; this is designed to ensure that all students stop marking their booklets at the end of 2 minutes.
- Examiners should make note of students who start early or end late. The results of their tests will not be valid indicators of performance and their results should not be used in the standardization. If this happens, when materials are collected, something like “SEMC” (an acronym for “started early on Magnitude Comparisons”) or “KWAT” (kept working on all tests) should be written on the cover page of the booklet. Project staff will not submit those tests for scoring.
- Watch for students who might be looking at another student’s answers. Remind students that they are to do their own work and not copy their neighbors’ answers. If a particular student persists in copying others’ answers, write “CANS” (copied answers on Number Sequences) on the cover page; again, project staff will not submit those tests for scoring.
- When we receive the completed tests, they will be examined by project staff and then sent for data entry. Once entered, the data will be analyzed (i.e., tests will be scored and results compiled) and an Assessment Results Report for students in a classroom will be sent to the children’s teachers.

Specific Administration Instructions

The instructions should be read verbatim. For the TEMI-PM, there are three sections to test administration: Demonstrations, Practice, and Test items. In each section, words appearing in *italics* are not read aloud, and words appearing in **boldface type** are read aloud to the students. We provide instructions for kindergarten tests first, then first-grade instructions, and then second-grade instructions. Examiners should read the instructions several times to become thoroughly familiar with the content. Pay particular attention to the timing portion of the instructions and how students should change their answers (that is, marking out rather than erasing).

Magnitude Comparisons

Demonstrations

- *Show the Magnitude Comparisons Demonstrations overhead transparency.*
- **Den vuelta a la página en donde vean un oso en la parte de arriba. *Pause. Pongan atención. Check that you have all students' attention.***
- **Vamos a trabajar con números. Van a ver dos números juntos. Van a circular el número más grande o van a dibujar un círculo alrededor de los dos números cuando sean iguales.**
- **El primer número es 5 y el segundo número es 9. Como el número 9 es más grande que el número 5, voy a circular el número 9. *Circle the 9 on your transparency.***
- **Veán el siguiente ejemplo. ¿Cuál número es más grande? *Call on a student.***
- **El número 3 es más grande que el número 1 y por eso voy a circular el 3. *Circle the 3.***
- **Los siguientes dos números son iguales. *Point to the 4s.***
- **Cuando dos números sean iguales, van a dibujar un círculo alrededor de los dos números. *Draw a circle around both 4s on your transparency.***
- **Vamos a ver el último ejemplo -- El número 14 es más grande que el número 10. *Circle the 10 – ¡UY! Me equivoqué y circulé el número 10. Si ustedes se equivocan, tachen la respuesta incorrecta con una “X” y circulen la respuesta correcta. Demonstrate.***
- **Cuando estén trabajando, no digan los números o las respuestas en voz alta. Piensen con su cabeza.**
- *Turn off the overhead projector.*

Practice

- *Set the timer for 30 seconds.*
- *Hold your copy of the tests up in front of the class, showing the practice items.*
- **Vean la página que tiene un pato en la parte de arriba. Pause. Estas son las cajas con las que van a practicar. Pongan atención. Check that you have all students' attention.**
- **Comiencen con la primera y empiecen a trabajar en las demás por filas. Point to items and rows as you speak.**
- **No se salten a otras cajas en la página. Point to different items around the page.**
- **Cuando diga "Alto" o cuando vean la señal de "Alto," -- point to the stop sign -- paren y pongan su lápiz en el escritorio.**
- **Cuando diga "empiecen" van a tener 30 segundos para circular el número más grande o dibujar un círculo alrededor de los dos números cuando sean iguales.**
- **Trabajen lo más rápido que puedan. Recuerden hacer su propio trabajo.**
- **Levanten sus lápices en alto para que los pueda ver. Check that pencils are raised.**
- **¿Listos? Empiecen. Start the timer.**
- *As the students work, walk around the room to check that children are following directions and remind them to put their pencil down if they get to stop sign.*
- **When the timer sounds, say, Alto, pongan sus lápices en el escritorio.**

Test items

- *Set the timer for 2 minutes.*
- **Den vuelta a la página en donde vean unos zapatos en la parte de arriba.**
- **Pongan atención. Check that you have all students' attention.**
- **Levanten sus lápices en alto para que los pueda ver. Check that pencils are raised.**
- **Cuando diga "empiecen" van a tener 2 minutos para hacer todas las cajas que puedan. Circulen el número más grande o dibujen un círculo alrededor de los dos números cuando sean iguales.**
- **Cuando vean una flecha sigan hasta que yo diga "Alto" o hasta que vean la señal de "Alto."**
- **¿Listos? Empiecen. Start the timer.**
- *As students work, prepare for the next subtest, then circulate and say, Me gusta cómo están trabajando duro y cómo están haciendo su propio trabajo. Recuerden, cuando vean una flecha, den vuelta a la página y continúen trabajando hasta que vean la señal de "Alto" o cuando yo diga "Alto".*
- **When the timer sounds, say, "Alto. Pongan sus lápices en el escritorio."**

Number Identification

Demonstrations

- *Show the Number Identification Demonstrations overhead transparency.*
- **Den vuelta a la página en donde vean una bicicleta en la parte de arriba. Pause. Pongan atención.** *Check that you have all students' attention.*
- **Vamos a trabajar con figuras y números. Van a circular el número que muestre cuántas figuras hay en total.**
- **El primer dibujo muestra una figura. Como sólo hay una figura, voy a circular el número 1.** *Circle 1 on your transparency.*
- **Vamos a ver el siguiente ejemplo. ¿Cuántas figuras ven en total?** *Call on a student.*
- **Hay 3 figuras en total. Circle the 4. ¡UY! Me equivoqué y circulé el número 4. Si ustedes se equivocan, tachen la respuesta incorrecta con una "X" y circulen la respuesta correcta.** *Demonstrate.*
- **Cuando estén trabajando, no digan los números o las respuestas en voz alta. Piensen con su cabeza.**
- *Turn off the overhead projector.*

Practice

- *Set the timer for 30 seconds.*
- *Hold your copy of the tests up in front of the class, showing the practice items.*
- **Vean la página que tiene un pez en la parte de arriba. Pause. Estas son las cajas con las que van a practicar. Pongan atención.** *Check that you have all students' attention.*
- **Comiencen con la primera caja y luego trabajen hacia abajo con cada una de las demás.** *Point to each item as you speak.*
- **No se salten a otras cajas en la página.** *Point to different items around the page.*
- **Cuando diga "Alto" o cuando vean la señal de "Alto," -- point to the stop sign -- paren y pongan su lápiz en el escritorio.**
- **Cuando diga "empiecen" van a tener 30 segundos para circular el número que muestre cuántas figuras hay en total.**
- **Trabajen lo más rápido que puedan y circulen una sólo respuesta. Recuerden hacer su propio trabajo. Levanten sus lápices en alto para que los pueda ver.** *Check that pencils are raised.*
- **¿Listos? Empiecen.** *Start the timer.*
- *As the students work, walk around the room to check that children are following directions and remind them to put their pencil down if they get to stop sign.*
- *When the timer sounds, say, "Alto. Pongan sus lápices en el escritorio."*

Test items

- *Set the timer for 2 minutes.*
- **Den vuelta a la página en donde vean un cambio en la parte de arriba. Pause. Pongan atención.** *Check that you have all students' attention.*
- **Levanten sus lápices en alto para que los pueda ver.** *Check that pencils are raised.*
- **Cuando diga “empiecen” van a tener 2 minutos para hacer todas las cajas que puedan. Circulen el número que muestre cuántas figuras hay en total.**
- **Cuando vean una flecha sigan hasta que yo diga “Alto” o hasta que vean la señal de “Alto”.**
- **¿Listos? Empiecen.** *Start the timer.*
- *As students work, prepare for the next subtest, then circulate and say, “Me gusta cómo están trabajando duro y cómo están haciendo su propio trabajo. Recuerden, cuando vean una flecha, den vuelta a la página y continúen trabajando hasta que vean la señal de “Alto” o cuando yo diga “Alto.”*
- *When the timer sounds, say, “Alto. Pongan sus lápices en el escritorio.”*

Number Sequences

Demonstrations

- *Show the Number Sequences Demonstrations overhead transparency.*
- **Den vuelta a la página en donde vean un pájaro en la parte de arriba. *Pause.* Pongan atención. *Check that you have all students' attention.***
- **Vamos a trabajar con números. En cada caja van a ver dos números y un espacio en blanco. Van a circular el número que forme la secuencia de tres números.**
- **El primer número es 2, el segundo número es 3 y luego hay un espacio en blanco para mostrar que falta un número. *Point to the blank.* Como el número 4 es el que forma la secuencia de tres números, voy a circular el número 4. *Circle 4 on the transparency.***
- **Vamos a ver el siguiente ejemplo. El espacio en blanco está en el medio. *Point to the blank.* ¿Cuál es el número que forma la secuencia de tres números? *Call on a student.***
- **El número 10 forma la secuencia de tres números y por eso voy a circular el número 10. *Circle the 10 on your transparency.***
- **Vamos a ver el último ejemplo. El espacio en blanco está al principio. *Point to the blank.* El número 3 forma la secuencia de tres números. *Circle the 2.* ¡UY! Me equivoqué y circulé el número 2. Si ustedes se equivocan, tachen la respuesta incorrecta con una “X” y circulen la respuesta correcta. *Demonstrate.***
- **Cuando estén trabajando, no digan los números o las respuestas en voz alta. Piensen con su cabeza.**
- *Turn off the overhead projector.*

Practice

- *Set the timer for 30 seconds.*
- *Hold your copy of the tests up in front of the class, showing the practice items.*
- **Vean la página que tiene un paraguas en la parte de arriba. *Pause.* Estas son las cajas con las que van a practicar. Pongan atención. *Check that you have all students' attention.***
- **Comiencen con la primera caja y empiecen a trabajar en las demás por filas. *Point to items and rows as you speak.***
- **No se salten a otras cajas en la página. *Point to different items around the page.***
- **Cuando diga “Alto” o cuando vean la señal de “Alto,” -- *point to the stop sign* – paren y pongan su lápiz en el escritorio.**
- **Cuando diga “empiecen” van a tener 30 segundos para circular el número que forme la secuencia de tres números.**
- **Trabajen lo más rápido que puedan y circulen una sóla respuesta. Recuerden hacer su propio trabajo.**
- **Levanten sus lápices en alto para que los pueda ver. *Check that pencils are raised.***
- **¿Listos? Empiecen. *Start the timer.***
- *As the students work, walk around the room to check that children are following directions and remind them to put their pencil down if they get to stop sign.*
- *When the timer sounds, say, “Alto, pongan sus lápices en el escritorio.”*

Test items

- *Set the timer for 2 minutes.*
- *Say, “Den vuelta a la página en donde vean un cochinito en la parte de arriba. Pause. Pongan atención. Check that you have all students’ attention.*
- *Levanten sus lápices en alto para que los pueda ver. Check that pencils are raised.*
- *Cuando diga “empiecen” van a tener 2 minutos para hacer todas las cajas que puedan. Circulen el número que forme la secuencia de tres números.*
- *Cuando vean una flecha sigan hasta que yo diga “Alto” o hasta que vean la señal de “Alto”.*
- *¿Listos? Empiecen. Start the timer.*
- *As students work, prepare for the next subtest. Then circulate and say, “Me gusta cómo están trabajando duro y cómo están haciendo su propio trabajo. Recuerden, cuando vean una flecha, den vuelta a la página y continúen trabajando hasta que vean la señal de “Alto” o cuando yo diga “Alto.”*
- *When the timer sounds, say, “Alto, pongan sus lápices en el escritorio.”*

Quantity Recognition

Demonstrations

- *Show the Quantity Recognition Demonstrations overhead transparency.*
- **Den vuelta a la página en donde vean una silla en la parte de arriba. *Pause.* Pongan atención. *Check that you have all students' attention.***
- **Vamos a trabajar con números. En cada caja van a ver unos puntos. Van a circular el número que muestre cuántos puntos hay en total.**
- **En la primera caja hay cuatro puntos. *Point to each dot.* Como hay cuatro puntos, voy a circular el número 4. *Circle the 4 on your transparency.***
- **Vamos a ver el siguiente ejemplo. ¿Cuántos puntos hay en la caja? *Call on a student.***
- **Hay 2 puntos en total. *Circle the 3.* ¡UY! Me equivoqué y circulé el número 3. Si ustedes se equivocan, tachen la respuesta incorrecta con una “X” y circulen la respuesta correcta. *Demonstrate.***
- **Cuando estén trabajando, no digan los números o las respuestas en voz alta. Piensen con su cabeza.**
- *Turn off the overhead projector.*

Practice

- *Set the timer for 30 seconds.*
- *Hold your copy of the tests up in front of the class showing the practice items.*
- **Veán la página que tiene un sol en la parte de arriba. *Pause.* Estas son las cajas con las que van a practicar. Pongan atención. *Check that you have all students' attention.***
- **Comiencen con la primera caja y empiecen a trabajar en las demás por filas. *Point to items and rows as you speak.***
- **No se salten a otras cajas en la página. *Point to different items around the page.***
- **Cuando diga “Alto” o cuando vean la señal de “Alto,” -- *point to the stop sign* – paren y pongan su lápiz en el escritorio.**
- **Cuando diga “empiecen” van a tener 30 segundos para circular el número que muestre cuántos puntos hay en total.**
- **Trabajen lo más rápido que puedan y circulen una sola respuesta. Recuerden hacer su propio trabajo.**
- **Levanten sus lápices en alto para que los pueda ver. *Check that pencils are raised.***
- **¿Listos? Empiecen. *Start the timer.***
- *As the students work, walk around the room to check that children are following directions and remind them to put their pencil down if they get to stop sign.*
- *When the timer sounds, say, “Alto. Pongan sus lápices en el escritorio.”*

Test items

- *Set the timer for 2 minutes.*
- **Den vuelta a la página en donde vean un ratón en la parte de arriba. *Pause.* Pongan atención. *Check that you have all students' attention.***
- **Levanten sus lápices en alto para que los pueda ver. *Check that pencils are raised.***
- **Cuando diga “empiecen” van a tener 2 minutos para hacer todas las cajas que puedan. Circulen el número que muestre cuántos puntos hay en total.**
- **Cuando vean una flecha sigan hasta que yo diga “Alto” o hasta que vean la señal de “Alto”.**
- **¿Listos? Empiecen. *Start the timer.***
- ***As students work, prepare for the next subtest. Then circulate and say, “Me gusta cómo están trabajando duro y cómo están haciendo su propio trabajo. Recuerden, cuando vean una flecha, den vuelta a la página y continúen trabajando hasta que vean la señal de “Alto” o cuando yo diga “Alto.”***
- ***When the timer sounds, say, “Alto. Pongan sus lápices en el escritorio.”***

This completes testing for the TEMI-PM. Kindergarten Day 1 testing is complete. Collect all materials, check to be sure that student names (first and last) are on the cover sheet, and write the correct name if nicknames are on the sheet.

Section 5: Testing Tips and Summary Information

Some tips for testing:

- Practice administering the test. Become thoroughly familiar with the test instructions and how to handle the materials (manual, timer, etc.).
- Have all materials ready for testing.
- Do not test students who have not returned permission slips or whose parents/guardians do not want their children tested.
- Before and during testing, ensure that students are “math ready”. Students should sit up straight with their chairs in place and attention focused on the teacher.
- Have extra pencils during testing, in case pencils break or wear down. Students should be told to raise their hand if a pencil breaks.
- After testing:
 - Collect all students’ protocols.
 - Make sure that students’ names are written on their protocols. Examiners should check the protocols after they have been collected. Student names, as they appear on the class roster, should be written on the cover (some students use nicknames or write in a manner that only their teachers can recognize).
 - Thank your students for participating in the testing project.

Here we provide, in a question-and-answer (Q and A) format, testing situations that may occur.

Q: What if students have number lines or charts on desks or I have them on my walls?

A: Existing student mathematics prompts and aids should be covered or temporarily removed during testing.

Q: What if a student was out of the class when testing began or leaves in the middle of testing?

A: On the class list, write in the notes section any information you have about where the student was and whether the student will be back the next day. For example, the child “will not return for 3 days” or the child “was very distressed and was allowed to leave the room”. If children return in the middle of testing, they should not be tested; instead, test them during a make-up session. If a child leaves in the middle of testing, collect the protocol that the child has completed; the rest of the tests may be administered during a make-up session.

Q: What if a student asks for help during one of the tests?

A: The students cannot receive help on test items during the testing, but you can help them with additional issues such as providing a new pencil or reminding them to turn the page if they see an arrow. Carrying extra supplies with you as you circulate around the room helps to ensure that testing occurs at the appropriate pace.

Q: What if a student shows signs of frustration or fatigue?

A: Stop testing for that child. After completing testing in that room, note on the class list that you stopped testing because of frustration or fatigue. Finish testing during the make-up period, if possible.

Q: What if a student is absent during part or all of the testing?

A: The student should be scheduled for testing as part of the make-up period. If the student is not tested because of excessive absences, make a note to that effect on the class list.

Q: What if a student is clearly unable to sit through the testing session?

A: Stop testing for that child. After completing testing in that room, note on the class list that you stopped testing. Finish testing during the make-up period, if possible.

Q: What if I make a mistake in the instructions during test administration?

A: Stop and say, "Let me start again. Listen carefully." Then repeat the instructions.

Q: What if I forget to start my timer and students have already begun their tests?

A: Tell the students to stop. Ask the students to erase their answers and start over. (This is the only time we deal with erasures.) The tests need to be conducted in the appropriate amount of time, so pay special attention to your timer. For example, before you enter the room, make sure that your timer is set and that it works. Also, make sure that when you turn your timer on, it actually starts counting down. When you are practicing the tests, use your timer to get accustomed to it.

Q: What if a student asks me or gestures to me to help them answer a question or to check whether their answer is correct?

A: Do not comment on the correctness of an answer. Instead say, "I like the way you are doing your best work. Do the best you can." If they directly ask for help, say, "I can't help you; just do the best that you can. I like the way you are working hard."

APPENDIX

How to Make Testing Dividers

Test dividers help separate students and reduce the chances that students will copy one another's answers. If you do not already have dividers, here is a three-step process to make them.

- Cut heavy-duty poster board into three rectangles about 12 inches wide (one rectangle is about 18 inches long, the other two rectangles about 12 inches long).
- Tape the three sides together (longer rectangle in the middle). The tape serves as hinges so that dividers fold flat when not in use.
- Laminate and trim (optional).