

# Ohio's Assessment System



Reading

## Administration Manual

Form B  
Diagnostic Measure  
3rd Edition

Office of Curriculum and Assessment

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# ADMINISTRATION MANUAL

## Grade Two Reading Diagnostic Measure Form B

This Administration Manual provides scripts and step-by-step instructions for administering and scoring the Grade Two Reading Diagnostic Measure. As the chart below shows, each of the activities is aligned with the Common Core State Standards.

	<b>Activity</b>	<b>Strand/Topic(s)</b>	<b>Standard Statement(s)</b>
<b>Session 1</b>			
Activity 1 (page 10) Questions 1 – 3	Contractions	Language: Conventions of Standard English	Use an apostrophe to form contractions and frequently occurring possessives.
Activity 2 (page 12) Questions 4 – 6	Root Words	Language: Vocabulary Acquisition and Use	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
Activity 3 (page 14) Questions 7 – 9	Word Parts	Language: Vocabulary Acquisition and Use	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

	Activity	Strand/Topic(s)	Standard Statement(s)
<b>Session 1</b>			
Activity 4 (page 17) Questions 10 – 12	Words in Context	Language: Vocabulary Acquisition and Use	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>Session 2</b>			
Activity 5 (page 21) Questions 13 – 20	Informational Text Comprehension	Informational Text: Key Ideas and Details	<p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>

	Activity	Strand/Topic(s)	Standard Statement(s)
<b>Session 2</b>			
Activity 5 (page 21) Questions 13 – 20	Informational Text Comprehension	Craft and Structure  Language: Vocabulary Acquisition and Use	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
<b>Session 3</b>			
Activity 6 (page 28) Questions 21 – 29	Literary Text Comprehension	Literature: Key Ideas and Details	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  Describe how characters in a story respond to major events and challenges.

	Activity	Strand/Topic(s)	Standard Statement(s)
<b>Session 3</b>			
Activity 6 (page 28) Questions 21 – 29	Literary Text Comprehension	Craft and Structure  Integration of Knowledge and Ideas	Describe how characters in a story respond to major events and challenges.  Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
<b>Session 4</b>			
Activity 7 (page 35) Questions 30 – 35	Reading Two- Syllable Words	Foundational Skills: Phonics and Word Recognition	Decode regularly spelled two-syllable words with long vowels.
Activity 8 (page 37) Questions 36 – 38	Reading Irregularly Spelled Words	Foundational Skills: Phonics and Word Recognition	Recognize and read grade-appropriate irregularly spelled words.
Activity 9 (page 39) Questions 39 – 41	Vowel Sounds	Foundational Skills: Phonics and Word Recognition	Know spelling-sound correspondences for additional common vowel teams.
Activity 10 (page 42) Questions 42 – 45	Oral Reading, Accuracy, Fluency, and Retelling	Literature: Key Ideas and Details	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.



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## Accommodations

For LEP students, students on 504 plans and students with IEPs, provide the testing accommodations specified in the student's plan. Accommodations should always be related to the student's specific disability. A student's assessment results should reflect his or her true ability and should not be affected by inappropriate accommodations.

## Materials

To administer the Grade Two Reading Diagnostic Measure, you will need the following materials: Form A Grade Two Reading Student Booklets, Grade Two Student Score Sheets and this Administration Manual.

The Student Booklet contains the questions for Activities 1 through 6; Activity 9, and the reading selection for Activity 10 (Activities 7 and 8 are teacher directed). Each student will need a Student Booklet.

The Student Score Sheet contains the scoring key and has space for you to write the student's response and your comments and to assign an appropriate score. You will need a score sheet for each student.

This Administration Manual contains teacher scripts for each activity, scoring guidelines and general guidelines to follow. Please thoroughly read this manual before beginning the assessment.

Please see your school's testing coordinator if you are missing any of these materials.

## Scoring

Scoring guidelines that contain the word "Key" identify one or more correct response(s).

Scoring guidelines that contain the word "Example" identify one or more possible correct response(s); however, other correct responses are possible.

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## Things to Remember

Before you begin . . .

- Note that the diagnostic measure is organized in sessions, which can be administered together or separately as dictated by the district.
- Prepare a Student Score Sheet for each student you are assessing.
- Plan to spend several minutes gathering and organizing the necessary materials before administration.

When the students are ready to begin . . .

- Explain to the students that they will work on some reading activities and that you will provide breaks when needed.
- Let the students know that this is a chance to show what they know.

While administering the Diagnostic Measure . . .

- Use the script in this Administration Manual. The script is written in **bold type**. You may assist the students, as necessary, to understand the directions.
- Read a question or related text up to three times, if needed or requested by a student.
- Note that the Type of Administration is one way to administer the activities. Teachers may alter the Type of Administration to better meet their needs.
- Observe and document the strategies students use in responding to the questions.

After administering the diagnostic measure . . .

- Thank the students for their efforts.
- Score their responses and record the score on the Student Score Sheet.
- Note that total scores are valid if the assessment is administered as a whole during the spring. Use caution when interpreting scores when assessments are being administered differently.
- Refer to the Resource Manual for guidance in developing strategies or interventions based on the student's performance.



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# Session 1: Language: Conventions of Standard English, Vocabulary Acquisition and Use

## Activities 1 – 4

### Questions 1 – 12

Type of Administration: Whole Class

Estimated Time to Administer: 25 minutes

#### Materials

- Student Score Sheets
- Student Booklets
- Pencils

#### Script

**Today you will do some reading activities with sounds and words. These activities will help me understand what you know about sounds and words. It is important that you do your best work, but if you are not really sure of an answer, it is OK to make your best guess. You will have as much time as you need. Do you have any questions?**

Answer any questions.

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## Activity 1: Contractions

Language: Conventions of Standard English

Standard Statement

Use an apostrophe to form contractions and frequently occurring possessives.

### Questions 1 – 3

Type of Administration: Whole Class

Estimated Time to Administer: 5 minutes



### Setup

Make sure that each student has a pencil and a Student Booklet.



### Script

Turn to page 1. Look at the sample question at the top of the page. I will read the directions and the question to you.

### Sample

**Directions:** Circle the correct words below.

Chad isn't going to the zoo.

“Isn't” is a contraction for which words?

Now, look at the three choices.

They are A. “is never,” B. “is none” and C. “is not.”

Which words in these three choices are used to form the contraction “isn't”?

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Is “isn’t” a contraction of the words “is never”? No, although “never” has an “n,” it doesn’t have a “t” in it. So “isn’t” is not a contraction for “is never.”

Is “isn’t” a contraction of the words “is none”? No, although “none” has an “n,” it doesn’t have a “t” in it. So “isn’t” is not a contraction for “is none.”

Is “isn’t” a contraction of the words “is not”? Yes, “not” has both an “n” and a “t” in it. Circle the words “is not.”

**Do you have any questions before we begin?**

Answer any questions.

**There are three questions about contractions: questions 1, 2 and 3.**

**Complete all three questions on your own. Read each question and the answer choices to yourself and circle the words that make up the contraction in the sentence.**

**Stop when you get to the stop sign on page 2, and put down your pencil so that I know you are finished. You may begin.**

Give students adequate time, and then remind them about the stop sign.

**Remember to stop when you get to the stop sign on page 2 and put down your pencil so that I know you are finished.**

Wait until all students have finished.



## Scoring Guidelines — Questions 1 – 3

- 1 The response is correct.
- 0 The response is incorrect.
- NR No response is given.

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## Activity 2: Root Words

Language: Vocabulary Acquisition and Use

Standard Statement

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

### Questions 4 – 6

Type of Administration: Whole Class

Estimated Time to Administer: 5 minutes

 Script

**Turn to page 4. Look at the sample question on the top of this page. I will read the directions and the question to you.**

### Sample

**Directions: Circle the word that correctly completes the blank in the sentence.**

**Jenny \_\_\_\_\_ at the girl who gave her a piece of candy. What word correctly completes the sentence?**

**Look at the three choices. They are A. “smile,” B. “smiling” and C. “smiled.”**

**Which choice correctly completes the blank in the sentence?**

**One way to tell which word choice is correct is to use it in the sentence. Let’s try each word in the sentence.**

**Jenny smile at the girl who gave her a piece of candy. Does that make sense? No, that doesn’t work.**

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Jenny smiling at the girl who gave her a piece of candy. Does that make sense?  
No, that doesn't work either.

Jenny smiled at the girl who gave her a piece of candy. Does that make sense?  
Yes, that makes sense.

The best choice is choice C. "smiled." Circle the word "smiled."

Do you have any questions?

Answer any questions.

There are three questions for you to complete on your own: questions 4, 5 and 6. Read each question and the answer choices to yourself and circle the word that correctly completes the blank in the sentence.

Stop when you get to the stop sign on page 5, and put down your pencil so that I know you are finished.

You may begin.

Give students adequate time, and then remind them about the stop sign.

Remember to stop when you get to the stop sign on page 5 and put down your pencil so that I know you are finished.

Wait until all students have finished.



## Scoring Guidelines — Questions 4 – 6

- 1 The response is correct.
- 0 The response is incorrect.
- NR No response is given.

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## Activity 3: Word Parts

Language: Vocabulary Acquisition and Use

Standard Statements

Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

### Questions 7 – 9

Type of Administration: Whole Class

Estimated Time to Administer: 5 minutes

 Script

**Turn to page 6. Look at the sample question at the top of this page.**

**Let's do the sample question together. I will read the question to you.**

### Sample A

 Script

**We put up a birdhouse for the bluebirds in our backyard.**

**Circle the word that shows what “birdhouse” means.**

**Now look at the answer choices. They are A. “a place for birds to live,” B. “a food for birds to eat” and C. “a song for birds to sing.”**

**Circle the choice that shows what “birdhouse” means.**

**Is “a place for birds to live” the meaning of “birdhouse”? Yes, a birdhouse is a place where birds could live.**

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Is “a food for birds to eat” the meaning of “birdhouse”? No, a birdhouse is not a food.

Is “a song for birds to sing” the meaning of “birdhouse”? No, birds might sing in a birdhouse, but the word does not mean a kind of song.

Circle “a place for birds to live” because “birdhouse” means a place for birds to live.

**Do you have any questions?**

Answer any questions.

**There are three questions about the meaning of words and word parts for you to complete on your own. Read each question and the answer choices to yourself, and circle the word that shows the correct meaning.**

**Stop at the stop sign on the bottom of page 7, and put down your pencil.**

**You may begin.**

Give students adequate time, and then remind them about the stop sign.

**Remember to stop when you get to the stop sign on page 7 and put down your pencil so that I know you are finished.**

Wait until all students have finished.



## Scoring Guidelines — Questions 7 – 9

**Question 7:** On his walk home, Nick got soaked in a heavy downpour.

### Scoring Guidelines

- 1 The response is correct.  
Key: a lot of rain
- 0 The response is incorrect.
- NR No response is given.

**Question 8:** Sally took the fork out of the dishwasher but she thought it still looked unclean.

### Scoring Guidelines

- 1 The response is correct.  
Key: dirty
- 0 The response is incorrect.
- NR No response is given.

**Question 9:** After he lost the address, Bob’s aunt said she would resend it to him.

### Scoring Guidelines

- 1 The response is correct.  
Key: mail again
- 0 The response is incorrect.
- NR No response is given.

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## Activity 4: Words in Context

Language: Vocabulary Acquisition and Use

Standard Statement

Use sentence-level context as a clue to the meaning of a word or phrase.

### Questions 10 – 12

Type of Administration: Whole Class

Estimated Time to Administer: 5 minutes

 Script

Open your booklet to page 8. Look at the sample question at the top of this page.

Let's do the sample question together. I will read the questions to you.

### Sample

 Script

My kitten is so tiny she needs help going up the stairs.

Circle the word that shows the meaning of “tiny.”

Now look at the answer choices. They are A. “pretty,” B. “furry” and C. “small.”

One way to tell which word means “tiny” is to put each choice in the place of the word “tiny” in the sentence. Let's put each word in the sentence.

My kitten is so pretty she needs help going up the stairs.

Does “pretty” mean “tiny”? No, “pretty” and “tiny” do not have the same meaning.

My kitten is so furry she needs help going up the stairs.

---

Does “furry” mean “tiny”? No, “furry” and “tiny” do not have the same meaning.

My kitten is so small she needs help going up the stairs.

Does “small” mean “tiny”? Yes, “small” means the same as “tiny.”

Circle the word “small.”

Do you have any questions?

Answer any questions.

There are three more questions about word meanings for you to complete on your own. Read each question and the answer choices to yourself, and circle the words that show the correct meaning.

Stop at the stop sign on the bottom of page 9, and put down your pencil.

You may begin.

Give students adequate time, and then remind them about the stop sign.

Remember to stop when you get to the stop sign on page 9, and put down your pencil so that I know you are finished.

Wait until all students have finished.



## Scoring Guidelines — Questions 10 – 12

**Question 10:** The shark was so strong that it broke the line on the pole.

### Scoring Guidelines

- 1 The response is correct.  
Key: a type of string used for fishing
- 0 The response is incorrect.
- NR No response is given.

**Question 11:** She was so cheerful that she was always smiling and laughing.

### Scoring Guidelines

- 1 The response is correct.  
Key: happy
- 0 The response is incorrect.
- NR No response is given.

**Question 12:** I wear a cap so I don't get burned in the hot sun.

### Scoring Guidelines

- 1 The response is correct.  
Key: a type of hat
- 0 The response is incorrect.
- NR No response is given.

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## Session 2: Informational Text: Key Ideas and Details, Craft and Structure; Language: Vocabulary Acquisition and Use

Please take a break if you are continuing from Session 1.

### Activity 5

#### Questions 13 – 20

Type of Administration: Whole Class

Estimated Time to Administer: 20 minutes

Materials

- Student Score Sheets
- Student Booklets
- Pencils

#### Script

**Now you will do a reading activity. This activity will help me find out what you understand when you read to yourself. It is important that you do your best work, but if you are not really sure of an answer, it is OK to make your best guess. You will have as much time as you need. Do you have any questions?**

Answer any questions.

---

## Activity 5: Informational Text Comprehension

### Informational Text: Key Ideas and Details

#### Standard Statements

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

### Informational Text: Craft and Structure

#### Standard Statement

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

### Language: Vocabulary Acquisition and Use

#### Standard Statement

Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

## Questions 13 – 20

Type of Administration: Whole Class

Estimated Time to Administer: 20 minutes

### Setup

Make sure that each student has a pencil and his or her Student Booklet with his or her name on the front.

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 **Script**

**Let's turn to page 10 of your booklet.**

Make sure each student is on page 10.

**You are going to read a selection silently to yourself. The selection is called "All About Kites."**

**After you finish reading, you will answer some questions about the selection.**

**When the question has three answer choices, A, B and C, circle the correct answer choice.**

**When the question has blank lines under it, write your answer on those lines.**

**If you do not know how to spell a word, sound out the word and make your best guess at how to spell the word.**

**Do you have any questions?**

Answer any questions.

**Remember to read the selection silently to yourself. Read slowly and carefully. When you finish reading the selection, answer the questions that follow the selection.**

**Read the questions slowly and carefully. Go back and reread the selection if you are not sure of an answer. You can reread the selection or parts of the selection as many times as you need to answer the questions.**

**When you see the stop sign at the bottom of page 15, you have finished the last question about this selection. Do not turn the page. You may go back and check over your answers for this selection.**

**If you have any questions while you are reading, please raise your hand.**

**You may begin now.**

If the students have questions, you may answer them by repeating the general directions above. Do not read the questions to the students or help the students answer the questions.

---

## Reminder

Remember, the answers do not have to be in full sentences to receive credit.



## Scoring Guidelines — Question 13 – 20

**Question 13:** Squares and circles are

- A. types of shapes.
- B. kinds of sizes.
- C. parts of clothing.

### Scoring Guidelines

- 1 The response is correct.  
Key: A. types of shapes.
- 0 The response is incorrect or irrelevant.
- NR No response is given.

**Question 14:** Finish labeling the parts of the kite on the diagram.

### Scoring Guidelines

- 1 The response is correct.  
Key: body
- 0 The response is incorrect or irrelevant.
- NR No response is given.

---

**Question 15:** Put these three things in the order that they happen in the selection.

\_\_\_\_Kites were made out of plastic.

\_\_1\_\_Kites were made out of silk in China.

\_\_\_\_Kites were made out of paper.

**Scoring Guidelines**

2 The response is correct.

Key: 3, 1, 2

1 The response is partially correct or incomplete.

Key: \_\_\_\_\_, 1, 2 OR 3, 1, \_\_\_\_\_

0 The response is incorrect or irrelevant.

NR No response is given.

**Question 16:** How can you make a kite go up and down?

**Scoring Guidelines**

1 The response is correct.

Example: pull on its string

0 The response is incorrect or irrelevant.

NR No response is given.

---

**Question 17:** A main idea from the selection is kites have many shapes and sizes.

Which detail supports this idea?

- A. To make the kite fly, you need some wind.
- B. You can run with the kite.
- C. Kites can be square or round, big or small.

**Scoring Guidelines**

- 1 The response is correct.  
Key: C. Kites can be square or round, big or small.
- 0 The response is incorrect.
- NR No response is given.

**Question 18:** What is the main purpose of this selection?

- A. to describe a special kite
- B. to present information about kites
- C. to tell a story about Kites in China

**Scoring Guidelines**

- 1 The response to both parts are correct.  
Key: B. to present information about kites
- 0 The response is incorrect or irrelevant.
- NR No response is given.

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**Question 19:** Use the table of contents from a book about kites below to answer question 19.

**Table of Contents**

The first kites ..... 2  
How kites are made today ..... 4  
The parts of a kite ..... 5

Where would you find more information about where kites were first made?

**Scoring Guidelines**

- 1 The response is correct.  
Key: 2
- 0 The response is incorrect.
- NR No response is given.

**Question 20:** Why does the author say that a park is a good place for flying kites?

**Scoring Guidelines**

- 2 The response is correct.  
Example: There is a lot of space to run where a kite cannot break.  
OR There are not many trees or houses in a park.
- 1 The response is partially correct.  
Key: A park is big.
- 0 The response is incorrect or irrelevant.
- NR No response is given.

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## Session 3: Literature: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas

Please take a break if you are continuing from Session 2.

### Activity 6

#### Questions 21 – 29

Type of Administration: Whole Class

Estimated Time to Administer: 20 minutes

Materials

- Student Score Sheets
- Student Booklets
- Pencils

#### Script

**Today you will read a selection to yourself and answer some questions about it. These activities will help me find out what you understand when you read to yourself. It is important that you do your best work, but if you are not really sure of an answer, it is OK to make your best guess. You will have as much time as you need. Do you have any questions?**

Answer any questions.

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## Activity 6: Literary Text Comprehension

Literature: Key Ideas and Details

Standard Statements

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Describe how characters in a story respond to major events and challenges.

Literature: Craft and Structure

Standard Statement

Describe how characters in a story respond to major events and challenges.

Literature: Integration of Knowledge and Ideas

Standard Statement

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

### Questions 21 – 29

Type of Administration: Whole Class

Estimated Time to Administer: 20 minutes



### Setup

Make sure that each student has a pencil and his or her Student Booklet with his or her name on it.

---

 Script

Please turn to page 16 of your booklet.

You are going to read a selection silently to yourself. The selection is called “A Surprise for Mom.”

Read the selection silently to yourself. Read the selection slowly and carefully. After you finish reading, you will answer some questions about the selection.

When the question has three answer choices, A, B and C, circle the correct answer choice.

When the question has blank lines under it, write your answer on these lines.

If you do not know how to spell a word, sound out the word quietly to yourself and make your best guess at how to spell the word.

**Do you have any questions?**

Answer any questions.

**Remember to read the selection silently to yourself. Read slowly and carefully. When you finish reading the selection, answer the questions that follow the selection.**

Read the questions slowly and carefully. Go back and reread the selection if you are not sure of an answer. You can reread the selection or parts of the selection as many times as you need to answer the questions.

When you reach the stop sign at the bottom of page 21, you have finished the last question about this selection. Do not turn the page. You may go back and check over your answers for this selection.

If you have any questions while you are reading, please raise your hand.

You may begin now.

If the students have questions, you may answer them by repeating the general directions above. Do not read the questions to the students or help the students answer the questions.

---

## Reminder

Remember, the answers do not have to be in full sentences to receive credit.



## Scoring Guidelines — Questions 21 – 29

**Question 21:** How does Mom feel about the surprise?

### Scoring Guidelines

- 1 The response is correct.  
Key: She is happy.
- 0 The response is incorrect.
- NR No response is given.

**Question 22:** Which character in the selection solves the problem?

- A. Sarah
- B. Mikey
- C. Dad

### Scoring Guidelines

- 1 The response is correct.  
Key: B. Mikey.
- 0 The response is incorrect.
- NR No response is given.

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**Question 23:** On what day does Mom work?

**Scoring Guidelines**

- 1 The response is correct.  
Key: Saturday
- 0 The response is incorrect or irrelevant.
- NR No response is given.

**Question 24:** Soon they heard a key in the door. The door opened. It was Mom. She looked tired. When she saw the dinner table, she looked sad because she had already eaten.

This paragraph is different from the original selection in what way?

- A. Mom is coming home from work.
- B. Mom uses her key to unlock the door.
- C. Mom is sad because she has eaten.

**Scoring Guidelines**

- 1 The response is correct.  
Key: C. Mom is sad because she has eaten.
- 0 The response is incorrect.
- NR No response is given.

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**Question 25:** What is Mikey’s first idea to help Mom?

**Scoring Guidelines**

- 1 The response is correct.  
Key: He wants to play trucks with her.
- 0 The response is incorrect or irrelevant.
- NR No response is given.

**Question 26:** Name two reasons that making dinner for Mom is a good idea.

**Scoring Guidelines**

- 2 The response includes two correct reasons.  
Example: She was too tired to make dinner. Spaghetti and meatballs is her favorite meal.
- 1 The response includes only one correct reason.  
Example: She was too tired to make dinner.  
OR Spaghetti and meatballs is her favorite meal.
- 0 The response is incorrect or irrelevant.
- NR No response is given.

**Question 27:** What did Dad say about Sarah’s first idea to help Mom?

**Scoring Guidelines**

- 1 The response is correct.  
Key: Mom would be too tired to go out. OR She would be too tired.
- 0 The response is incorrect or irrelevant.
- NR No response is given.

---

**Question 28:** Based on the selection, list two reasons why Sarah wants to help Mom.

**Scoring Guidelines**

- 2 The response includes two correct reasons.  
Example: She loves her mother very much. Sarah knew her mom would be tired when she got home.
- 1 The response includes only one correct reason.  
Example: She loves her mother very much.
- 0 The response is incorrect or irrelevant.
- NR No response is given.

**Question 29:** Complete the web with the main idea and one detail from the selection.

**Scoring Guidelines**

- 2 The response is correct with the main idea and a detail.  
Example: Main Idea: Two kids and their dad make spaghetti and meatballs to surprise Mom.  
AND Detail: Mom is tired when she gets home from work.
- 1 The response is partially correct with the main idea OR one detail.  
Example: Main Idea: Two kids and their dad make spaghetti and meatballs to surprise Mom.  
OR Detail: Mom is tired when she gets home from work.
- 0 The response is incorrect or irrelevant.
- NR No response is given.

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## Session 4: Foundational Skills: Phonics and Word Recognition, Fluency; Literature: Key Ideas and Details, Integration of Knowledge and Ideas

Please take a break if you are continuing from Session 3.

### Activities 7 – 10

### Questions 30 – 45

Type of Administration: Individual

Estimated Time to Administer: 20 minutes

#### Materials

- Student Score Sheet
- Student Booklet

### Notes

This session of the measure is to be completed with each student individually. Please arrange for a quiet, comfortable, distraction-free setting. Have the Student Score Sheet on hand while you administer the measure. Take a score-as-you-go approach.

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## Activity 7: Reading Two-Syllable Words

Foundational Skills: Phonics and Word Recognition

Standard Statement

Decode regularly spelled two-syllable words with long vowels.

### Script

**We are going to play a game with words. I will show you a word, and you will read the word as quickly as you can. Your answers will help me understand what you already know about words. You can ask me questions at any time. I want you to do your best. Do you have any questions?**

Answer any questions.

### Scoring Guidelines — Questions 30 – 35

- 1 The response is correct.
- 0 The response is incorrect or irrelevant.
- NR No response is given.

### Note

Reveal the words on the list one at a time, and wait for the student's response. Score the responses on the Student Score Sheet. Make a note in the Comments section if the student takes more than one second to read a word.

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## Script

### Let's begin.

Word List

remain

useful

broken

floating

tonight

slowly

---

## Activity 8: Reading Irregularly Spelled Words

Foundational Skills: Phonics and Word Recognition

Standard Statement

Recognize and read grade-appropriate irregularly spelled words.

### Script

**We are going to play another game with words. I will show you a word, and you will read the word as quickly as you can. Your answers will help me understand what you already know about words. You can ask me questions at any time. I want you to do your best. Do you have any questions?**

Answer any questions.

### Scoring Guidelines — Questions 36 – 38

- 1 The response is correct.
- 0 The response is incorrect or irrelevant.
- NR No response is given.

### Note

Reveal the words on the list one at a time, and wait for the student's response. Score the responses on the Student Score Sheet. Make a note in the Comments section if the student takes more than one second to read a word.

---

 Script

**Let's begin.**

Word List

eight  
warm  
your

---

## Activity 9: Vowel Sounds

Foundational Skills: Phonics and Word Recognition

Standard Statement

Know spelling-sound correspondences for additional common vowel teams.

### Questions 39 – 41

Type of Administration: Whole Class

Estimated Time to Administer: 5 minutes

 Script

Turn to page 22. Look at the sample question at the top of the page.

Let's do the sample question together. I will read the question to you.

### Sample

**Directions:** Circle the word that has the same vowel sounds as “week.”

Now look at the answer choices. They are A. “egg,” B. “wet,” and C. “eat.”

Circle the choice that has the same vowel sound as “week.”

Does “egg” have the same vowel sounds as “week”? No. Should you circle “egg”? No.

Does “wet” have the same vowel sound as “week”? No. Should you circle “wet”? No.

Does “eat” have the same vowel sounds as “week”? Yes. Should you circle “eat”? Yes.

**Do you have any questions?**

Answer any questions.

---

There are three questions about vowel sounds for you to complete on your own. Read each question and the answer choices to yourself and circle the word that has the correct vowel sound.

Stop at the stop sign on the bottom of page 23, and put down your pencil.

You may begin.

Give the students adequate time, and then remind them about the stop sign.

Remember to stop when you get to the stop sign on the bottom of page 23 and put down your pencil so that I know you are finished.

Wait until all students have finished.



## Scoring Guidelines — Questions 39 – 41

**Question 39:** Circle the word that has the same vowel sound as boy.

### Scoring Guidelines

- 1 The response is correct.  
Key: join
- 0 The response is incorrect.
- NR No response is given.

---

**Question 40:** Circle the word that has the same vowel sound as tune.

**Scoring Guidelines**

- 1 The response is correct.  
Key: moon
- 0 The response is incorrect.
- NR No response is given.

**Question 41:** Circle the word that has the same vowel sound as rain.

**Scoring Guidelines**

- 1 The response is correct.  
Key: place
- 0 The response is incorrect.
- NR No response is given.

---

## Activity 10: Oral Reading, Accuracy, Fluency, and Retelling

Literature: Key Ideas and Details

Standard Statement

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Literature: Integration of Knowledge and Ideas

Standard Statement

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Foundational Skills: Fluency

Standard Statements

Read grade-level text with purpose and understanding.

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

### **Questions 42 - 45**

Type of Administration: Individual

Estimated Time to Administer: 5 minutes

Materials

- Student Score Sheet
- Student Booklet



## Setup

Make sure the student has his or her Student Booklet with his or her name on the front cover.

## Notes

For the oral reading analysis, you will make notations on the Student Score Sheet as the student reads orally. The notations you make while the student reads will help you score the student's oral reading accuracy rate and oral reading fluency. Review the Oral Reading Accuracy Coding Guidelines on page 45.

You may provide the student with the character names (except Mom, Dad, Grandma, Grandpa) each time they appear in the text. Errors made while reading character names are not counted when scoring.

## Question 42



## Setup

Open the Student Booklet to page 24, "Sharing."



## Script

**Here is a story. Read the title of the story out loud.**

Wait for a response.

**Now look at the picture.**

**From the picture and the title, what do you think this story will be about?**

Wait for a response.



## Scoring Guidelines — Question 42

- 1 The response is correct.  
Example: two girls sharing a library book
- 0 The response is incorrect or irrelevant.
- NR No response is given.

### Question 43

As the student reads the text aloud, mark all the errors in the text on the Student Score Sheet. For information on coding the student’s oral reading accuracy, see page 45 in this manual.



#### Script

**Now I’d like you to read the story out loud. Some of the words may be hard to read, and some of them may be easy to read. Just do the best you can. I am going to take some notes while you read so that I’ll remember how well you did when you have finished. Do you have any questions?**

Answer any questions.

**You may start reading now.**

For information on scoring the oral reading accuracy analysis, see page 50 of this manual.

Do not score question 43 until after question 45 has been administered.

### Question 44

Score the student’s fluency after you have finished coding the student’s accuracy. Use the fluency rubric on page 46 to score the student’s reading fluency.

Do not score question 44 until after question 45 has been administered.

## Oral Reading Accuracy Coding Guidelines

Type of Error	Oral Reading Accuracy Notation	Example
Substitution or misread word (Student substitutes a word or mispronounces the word in the text.)	Indicate the misread word or substituted word by writing the word the student says above the word in the text.	<p style="text-align: center;"><u>grandpa</u></p> <p>My grandma bakes bread in the hot kitchen.</p> <p><i>The student read "grandpa" instead of "grandma."</i></p>
Self-correction (Student makes an error but corrects himself or herself.)	Indicate the error as directed. Write a slash mark and the letters SC to indicate that the student self-corrected this error.	<p style="text-align: center;"><u>makes/SC</u></p> <p>My grandma bakes bread in the hot kitchen.</p> <p><i>The student originally read "makes" instead of "bakes," but corrected the error by rereading the word as "bakes."</i></p>
Insertion (Student adds additional words to the text.)	Indicate insertions with a caret (^). Write the added words above the caret.	<p>My grandma good bakes ^ bread in the hot kitchen.</p> <p><i>The student added the word "good" to the text.</i></p>
Omission (Student deletes words from the text.)	Indicate omissions by drawing a line through the omitted word in the text.	<p>My grandma bakes bread in the <del>hot</del> kitchen.</p> <p><i>The student did not read the word "hot."</i></p>



## Scoring Guidelines — Question 44

### Oral Reading Fluency

#### 3 **When reading, the student:**

- Reads fluently in meaningful phrases and clauses of five or more words.
- Applies all punctuation and other syntactical clues.
- Reads the majority of the selection with expressive interpretation.
- Appears to have a meaningful understanding of the text.

#### 2 **When reading, the student:**

- Reads mostly in two- or three-word phrases with pauses for decoding unknown or challenging words and may read some of the text word by word.
- Applies some punctuation and other syntactical clues.
- Uses some expressiveness and some changes in tone and emphasis.
- Appears to understand little of the text.

#### 1 **When reading, the student:**

- Reads mostly word by word and struggles to decode several or most of the words in a sentence.
- Rarely applies punctuation and syntactical clues.
- Rarely reads expressively.
- Rarely reads for understanding.

#### 0 **When reading, the student:**

- Does not read most words and does not decode most words in a sentence.
- Does not apply punctuation or syntactical clues.
- Does not read expressively.
- Does not read for understanding.

#### NR **No response is given.**

---

## Question 45

### Script

**Thank you! Now I'd like you to tell me about the story as if I were a friend who's never heard it. Start at the beginning. Tell me all that you can remember about the story: who the people are, where they are, and what they do in the beginning, the middle and the end of the story. Look back at the story if you need to. Do you have any questions about what you should do?**

Answer any questions.

#### **Tell me about the story.**

Allow the student to tell you as much as he or she remembers, without interruption. If the student asks for help, remind him or her that it is OK to look back at the story. Also, use these prompts to probe for more information.

#### **Keep going. You're doing a good job.**

#### **Tell me more about that.**

**You mentioned \_\_\_\_\_. Why don't you tell me more about \_\_\_\_\_ in the story?**

#### **Is there anything else?**

These prompts can be used without penalty to the student's retelling score.



## Scoring Guidelines — Question 45

### **Characters — The main characters and any supporting characters**

- 2 The response identifies all the important characters in the selection.  
Key: Beth and Tina

---

1 The response identifies at least one of the important characters in the selection.

Example: Beth

0 The response is incorrect or irrelevant.

NR No response is given.

### **Setting — Where the selection takes place**

1 The response identifies the important setting or settings in the selection.

Key: the library

0 The response is incorrect or irrelevant.

NR No response is given.

### **Events — What happened in the beginning, middle and end of the selection**

3 The response identifies at least three events from the selection in the correct order.

Example: Beth and Tina did everything together. They went to the library. They both wanted the same book but there was only one copy. They saw a mother and child sharing a book. They know what to do.

2 The response identifies two events from the selection in the correct order.

Example: Beth and Tina went to the library. They saw a mother and child sharing a book.

1 The response identifies one event from the selection.

Example: Beth and Tina went to the library.

0 The response is incorrect or irrelevant.

NR No response is given.

---

If the student finishes the retelling but has not retold enough of the story to achieve the highest possible score, use the prompts. Do not use any questions that are not listed here. The prompts are not scored separately but are linked to the parts of the story-retelling rubric listed in the parentheses.

**Who is in the story?** (characters)

**Where do you think they are?** (setting)

**What happens in the story?** (events)

**What happens first?** (events)

**What happens next?** (events)

**What happens at the end?** (events)

Increase the student's score in each or any of the questions on the basis of the prompted retelling.

 Script

**Thank you for doing these reading activities with me. You did a great job today!**



## Scoring Guidelines — Question 43

### Oral Reading Accuracy

Count each error once and write the number of errors in the space provided on the Student Score Sheet. Total the number of errors and use the Oral Reading Accuracy Key below to determine an accuracy percentage.

Please note that in instances of self-correction, the errors are not counted. Errors made while reading character names (except Mom, Dad, Grandma, and Grandpa) are not counted when scoring.

Number of Errors	Approximate Accuracy Percentage
0	100
2	99
3 – 10	95
11 – 20	90
21 – 30	85
31 – 40	80
41 – 50	75
51 – 60	70
61 – 70	65
71 – 80	60
81 – 90	55
91 – 100	50

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Number of Errors	Approximate Accuracy Percentage
101 – 110	45
111 – 120	40
121 – 130	35
131 – 140	30
141 – 150	25
151 – 160	20
161 – 170	15
171 – 180	10
181 – 190	5
191 – 200	less than 5

- 2 Independent reading level: 95 percent or higher
- 1 Instructional reading level: 90 percent – 94 percent
- 0 Frustration reading level: below 90 percent
- NR No response is given.

END OF SESSION 4

