Ohio | Department of Education

Ohio's Assessment System

Writing

Administration Manual

Diagnostic Measure

3rd Edition

Office of Curriculum and Assessment

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Grade Three Writing Diagnostic Measure

This Administration Manual provides scripts and step-by-step instructions for administering and scoring the Grade Three Writing Diagnostic Measure. As the chart below shows, the activities are aligned with the Common Core Standards for Writing and Language.

	Activity	Strand/Topic(s)	Standard Statement(s)
Session 1			
Activity 1 (page 6)	Punctuation and Capitalization	Language: Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Activity 2 (page 8)	Spelling	Language: Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
Activity 3 (page 11)	Grammar and Usage	Language: Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	Activity	Strand/Topic(s)	Standard Statement(s)
Session 2			
Activity 4 (page 13)	Writing a Response to a Story	Language: Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		Writing: Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
		Writing: Production and Distribution of Writing	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

	Activity	Strand/Topic(s)	Standard Statement(s)
Session 3			
Activity 5 (page 17)	Writing a Short Report	Writing: Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
		Writing: Production and Distribution of Writing	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		Language: Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

The following pages provide specific information about administering the Diagnostic Measure, including estimated time, teacher scripts and scoring guidelines. Please review this manual carefully before you begin.

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.

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 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 a writing activity 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. This is a measure of the students' writing abilities, not reading abilities.
- When the students are writing, give them as much help as they need to write without actually giving them ideas or writing the story for them.
- Note that there are several ways to administer the activities in this assessment (i.e., whole class, small group or individual). The heading Type of Administration specifies one way to administer the activity. Teachers may alter the Type of Administration to better meet their needs.

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.

Session 1: Language: Conventions of Standard English

Activities 1 – 3

Questions 1 – 12

Type of Administration: Whole Class

Estimated Time to Administer: 30 – 45 minutes

Materials

- Student Booklet for each student
- Pencil for each student

Script

Today you are going to complete some writing activities. This is a chance for you to show what you know. Throughout the test you will be given breaks. Let's begin. Turn to page 1 in your student booklet. The top of the page says, "Activity 1: Punctuation and Capitalization."

Make sure that all the students are on the proper page. When all the students are on the proper page, introduce the students to the activity.

Activity 1: Punctuation and Capitalization

Language: Conventions of Standard English

Standard Statement

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Questions 1 – 4

Type of Administration: Whole Class

Estimated Time to Administer: 10 – 15 minutes

Materials

- Student Booklet for each student
- Pencil for each student

Script

Read along silently as I read aloud to you. Directions: In this activity, you are going to make sure that the punctuation and capitalization in a short reading selection are correct. First, you will try a sample question so that you get an idea of what the questions are like.

Go over the sample with the students.

Sample

Find the sample.

Read the sentence below. If the underlined place has incorrect punctuation or capitalization, circle the choice that makes it correct. If it is correct as written, circle C.

Find the underlined word, sisters. Think to yourself: Does it have correct punctuation and capitalization? If it is not correct circle your choice, A or B, that will make the sentence correct. Remember, if you think that it is already correct as it is written, circle C.

Complete the sample now. When you are finished, put your pencil down so I know that you are finished.

Allow time for all the students to complete the sample item.

You should have chosen Answer B, sister's, spelled S-I-S-T-E-R- apostrophe-S, because it is his sister's sandwich (a possessive).

Are there any questions about how to answer this type of item?

Make sure that all the students understand how to answer the punctuation and capitalization items, and then proceed with Activity 1.

Script

Now turn to the next page to continue Activity 1. First, you will read the directions and the short selection silently to yourself. Notice that the selection has four underlined places.

Once you have read the selection, complete questions 1 through 4.

When you finish all four questions and see the stop sign at the bottom of the page, stop and close your booklet so that I can see that you are finished. Are there any questions before you begin?

Answer any questions the students have.

You may now begin Activity 1.

Allow sufficient time for all students to finish. To score this section and tabulate the scores, see the Scoring Guidelines at the end of this Administration Manual.

Activity 2: Spelling

Language: Conventions of Standard English

Standard Statement

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness)*.

Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

Questions 5 – 8

Type of Administration: Whole Class

Estimated Time to Administer: 10 – 15 minutes

Materials

- Student Booklet for each student
- Pencil for each student

Script

Turn to page 5 in your student booklet. The top of the page says, "Activity 2: Spelling." Read along silently as I read aloud to you.

When all the students are on the proper page, introduce the students to the activity.

Directions: This is a spelling activity. You are going to make sure that words in a short reading selection are spelled correctly. First, you will try a sample question so that you get an idea of what the questions are like.

Go over the sample with the students.

Sample

Script

Find the item marked sample.

Make sure that all the students have found the Sample before moving on.

The sample is a sentence from a selection about a race between a dragonfly and a toad. Read along silently as I read the instructions aloud:

Read the sentence below. If the underlined word is spelled wrong, write the correct spelling of the word in the blank. If it is correct as is, mark the box.

Complete the sample now. When you are finished, put your pencil down so that I know that you are finished.

Allow time for the students to complete the sample.

The underlined word is rase. It is not spelled correctly. The correct spelling is R-A-C-E. If you didn't have this answer, go ahead and correct the spelling on the line.

Allow time for the students to write.

If the word race were already spelled correctly in the sentence, you would have marked the box next to the sentence that reads: The word is spelled correctly as is. Are there any questions?

Make sure that all the students understand how to answer the spelling questions and then proceed with Activity 2.

Now turn to the next page to continue Activity 2. First, you will read the directions and the short selection silently to yourself. Notice that the selection has four underlined words.

Once you have finished reading the selection, complete questions 5 through 8.

When you finish all four questions and see the stop sign at the bottom of the page, stop and close your booklet so that I can see that you are finished.

Are there any questions before you begin?

Answer any questions. Repeat sets of directions if the students need you to.

You may now begin Activity 2.

Allow sufficient time for all the students to finish. To score this section and tabulate the scores, see the Scoring Guidelines at the end of this Administration Manual.

Activity 3: Grammar and Usage

Language: Conventions of Standard English

Standard Statement

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Questions 9 – 12

Type of Administration: Whole Class

Estimated Time to Administer: 10 – 15 minutes

Materials

- Student Booklet for each student
- Pencil for each student

Script

Turn to page 9 in your student booklet. The top of the page says, "Activity 3: Grammar and Usage."

Make sure that all the students are on the proper page. When all the students are on the proper page, introduce the students to the activity.

This activity involves grammar and usage. You are going to make sure that the grammar and the way it is used in a short reading selection are correct. The questions in this section are just like Activity 1, so you are not going to do a sample question.

Now you will have time to complete Activity 3 by yourself. First, you will read the directions and the short selection silently to yourself. Notice that the selection has four underlined places.

Once you have read the selection, complete questions 9 through 12 about those underlined places.

When you finish all four questions and see the stop sign at the bottom of the page, stop and close your booklet so that I know that you are finished. Are there any questions before you begin?

Answer any questions the students have.

You may now begin Activity 3.

END OF SESSION 1

Session 2: Writing: Text Types and Purposes; Production and Distribution of Writing; Language: Conventions of Standard English

Activity 4: Writing a Response to a Story

Writing: Text Types and Purposes

Standard Statement

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Writing: Production and Distribution of Writing

Standard Statement

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Language: Conventions of Standard English

Standard Statements

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Type of Administration: Whole Class

Estimated Time to Administer: 45 – 60 minutes; 15 – 30 minutes for prewriting and 30 minutes to write the report. Extra time may be allotted as necessary.

Materials

- Student Score Sheets
- Student Booklet for each student
- Pencil for each student

Script

Now you are going to complete some writing activities. This is a chance for you to show what you know. Turn to page 13 in your student booklet. The top of the page says, "Activity 4: Writing a Response to a Story."

Make sure that all the students are on the proper page. When all the students are on the proper page, introduce the students to the activity.

Read along silently as I read aloud to you.

For this activity, you will do the following things: First, you will read a story, and then you will complete your prewriting. Prewriting will help you get ready to write about the story. Then when you have finished your prewriting, follow the Writing Directions to write your response on the lined pages in your student booklet.

Remember that you may look back at your prewriting and the story as much as necessary to complete your response.

Use the Revising Checklist and the Editing Checklist at the end of the Writing Activity to check your work.

If you have any questions after you begin, raise your hand, and I will help you.

Does anyone have any questions?

Allow time to answer the students' questions. Write the time on the chalkboard.

You have 60 minutes to complete the activity. When you are finished, close your booklet so that I know you are finished. You may begin reading the story now.

Monitor the students as they work. Make sure that all understand the task.

After approximately 30 minutes have passed, suggest the following:

You have 30 minutes left. If you haven't already finished, you should finish your work on the prewriting and move on to writing your response.

After another 30 minutes, see whether the students need more time to finish. You may allot more time if necessary.

To score this section and tabulate the scores, see the Scoring Guidelines at the end of this Administration Manual.

END OF SESSION 2

Session 3: Writing: Text Types and Purposes; Production and Distribution of Writing; Language: Conventions of Standard English

Activity 5: Writing a Short Report

Writing: Text Types and Purposes

Standard Statement

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Writing: Production and Distribution of Writing

Standard Statement

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Language: Conventions of Standard English

Standard Statements

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Type of Administration: Whole Class

Estimated Time to Administer: 45 – 60 minutes; 15 – 30 minutes for prewriting and 30 minutes to write the report. Extra time may be allotted as necessary.

Materials

- Student Score Sheet
- Student Booklet for each student
- Pencil for each student

Script

Turn to page 19 in your student booklet. The top of the page says, "Activity 5: Writing a Short Report."

Make sure that all the students are on the proper page. When all the students are on the proper page, introduce the students to the activity.

Read along silently as I read aloud to you.

In this activity, you will be writing a short report about sharks.

Start by reading the Introduction to the Writing Task to yourself. Then complete your prewriting, which will help you organize your report.

When you have finished your prewriting, read the Writing Directions and write a first draft of your report on the lined pages. Use the Revising Checklist and the Editing Checklist at the end of the Writing Activity to check your work.

When you are finished, close your booklet so I know that you are finished.

If you have any questions, raise your hand and I will help you.

You will have 60 minutes to complete this activity. You may begin now.

Answer any questions the students may have. Repeat sets of directions if you need to. If a student does not understand the prewriting task or the graphic organizers involved, help him or her as necessary. Do not provide content or ideas for them to write about; let the ideas come from the students.

Monitor the students as they work. After 30 minutes have passed, suggest the following:

You have 30 minutes left. If you haven't already finished, you should finish your work on prewriting and move on to writing your report.

At the end of the hour, see whether any students need more time to finish. You may allot extra time as appropriate.

To score this section and tabulate the scores, see the Scoring Guidelines at the end of this Administration Manual.

END OF SESSION 3

Scoring Guidelines

Scoring the Editing Activities

Editing Activities 1 through 3 are scored using the answer key on the Student Score Sheet. Check the student's booklet and record the score on the Student Score Sheet in the appropriate box. Then total the score for the Editing Activities on the line at the bottom of the page.

Scoring the Writing Activities

Use the Ohio Grade Three Scoring Rubric at the back of this manual to score the Writing Activities. Using the rubric, you will first score the student's response holistically,assigning a single score for the entire response. Then you will score it analytically,assigning a score for each column in the rubric. Follow these step-by-step instructions:

1. Assign a **holistic** score; that is, score the response produced by the student as a whole. Consider all domains of the rubric at once, and assign a score point, 0 through 4, that best describes the quality of the entire piece. See Notes on the next page for a further description of the score points.
2. On the Student Score Sheet, circle the number in the Points column on the line for holistic score that corresponds to the score you have assigned. If the student has written nothing, circle NR for no response. Include comments about the overall quality for later reference.
3. Next, score the response for Text Types and Purposes. Assign a score for the completeness and quality of the content. Refer only to the criteria in the Text Type and Purposes domain of the rubric, without reference to the other domains.
4. On the score sheet, circle the number in the Points column on the line for the Text Types and Purposes score that corresponds to the score you have assigned. Include comments about the completeness and quality of the content for later reference.
5. In the same fashion, assign a score for Production and Distribution of Writing and Conventions of Standard English. Record the score and note comments for future reference.
6. Repeat steps 1 through 5 for the second Writing Activity.

7. Total the eight Writing Activity score points on the line at the bottom of the page.
8. Total the score for the Writing Activities at the bottom of the page.
9. Enter the total score.

Notes

Score Point 4 constitutes a superior written performance that goes beyond satisfactory work.

Score Point 3 constitutes an acceptable performance, with some areas in need of improvement. The student demonstrates solid understanding of skills and knowledge necessary for writing at this grade level. All parts of the written response or all aspects of the main idea are addressed. Work at this level meets the basic requirements for satisfactory work.

Score Point 2 constitutes a marginally acceptable outcome. The student shows a partial understanding of the writing process, but is unable to translate that understanding into an acceptable product. Flaws and errors in his or her response may make it difficult to understand.

Score Point 1 constitutes an inadequate, minimal performance. The response has serious problems or patterns of errors in nearly every domain. The student has only a minimal grasp of the writing process.

Score Point 0 constitutes an insufficient performance; it is off-topic or illegible or otherwise fails to meet the requirements for a score of 1.

Scoring Rubric

Score Point	Text Types and Purposes	Production and Distribution of Writing	Conventions of Standard English
4 Effective	• develops a main idea or topic completely • supports a main idea with details or reasons • focuses on a main idea or topic with no extraneous information	• conveys a clear message with a developed introduction, body and conclusion • contains well-constructed paragraph(s)	• displays correct use of nouns, verbs, adjectives, and adverbs • displays correct agreement between subject and verb, noun and pronoun • displays correct spelling of grade-level words and readable attempts at beyond-grade-level words • displays correct capitalization and punctuation • contains fluent and easy-to-follow complete sentences • varies sentence structure and vocabulary

Score Point	Text Types and Purposes	Production and Distribution of Writing	Conventions of Standard English
3 Adequate	• develops a mostly complete main idea or topic • supports a main idea with some details or reasons • focuses on the main idea or topic with little extraneous information	• conveys a clear message with a simple introduction, body and conclusion • contains properly constructed paragraphs	• displays mostly correct use of nouns, verbs, adjectives, and adverbs • displays mostly correct agreement between subject and verb, noun and pronoun • displays mostly correct spelling of grade-level words • displays mostly correct capitalization and punctuation • contains complete sentences that are mostly fluent • varies sentence structure and vocabulary

Score Point	Text Types and Purposes	Production and Distribution of Writing	Conventions of Standard English
2 Partial	• develops an incomplete main idea or topic • supports a main idea with few details or reasons • focuses on the main idea or topic but with some extraneous information	• conveys a somewhat confusing message with a simple introduction, body and conclusion; one or more may be missing • contains one or more paragraphs	• displays partially correct use of nouns, verbs, adjectives, and adverbs • displays partially correct agreement between subject and verb, noun and pronoun • displays partially correct spelling of grade-level words • displays partially correct use of capitalization and punctuation • contains somewhat complete sentences that are difficult to follow and do not flow well • varies sentence structure and vocabulary with some repetition

Score Point	Text Types and Purposes	Production and Distribution of Writing	Conventions of Standard English
1 Minimal	• does not develop a main idea or topic • includes few details or reasons, which do not support a main idea • does not focus on the topic and extraneous information impedes comprehension	• conveys a confused message without an introduction, a body or a closure • contains little or no paragraph structure	• displays minimally correct use of nouns, verbs, adjectives, and adverbs • displays minimal use of correct agreement between subject and verb, noun and pronoun • displays minimal use of correct spelling • displays minimally correct use of capitalization and punctuation • contains disjointed sentences with little relation between them • uses repetitive sentence structure and vocabulary
0	Student attempts to respond, but response is off-topic, illegible or insufficient, or otherwise fails to meet criteria for Score Point 1.		