

Student Name: _____

Ohio Achievement Tests



Mathematics

Oral Translation Script

May 2009

This test was originally administered to students in May 2009.

Not all items from the May 2009 administration will be released in this document. According to Ohio Revised Code (ORC) 3301.07.11:4(b) . . . not less than forty percent of the questions on the test that are used to compute a student's score shall be a public record. The department (of education) shall determine which questions will be needed for reuse on a future test and those questions shall not be public records and shall be redacted from the test prior to its release as public record.

This publicly released material is appropriate for use by Ohio teachers in instructional settings. This test is aligned with Ohio's Academic Content Standards for Mathematics.

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Administering the Ohio Grade 3 Mathematics Achievement Test

Introduction

This script provides the instructions you, the translator, will need for administering the Ohio Grade 3 Mathematics Achievement Test. The test has been designed to measure students' understanding of skills and strategies in mathematics at the grade 3 level.

The oral directions are in the form of a script that contains portions to be translated and read aloud to students, as well as instructions for the administrator. It is important that you become familiar with the contents of this script before you administer the test.

Description of Test Materials

The Student Test Booklet for the Grade 3 Mathematics Achievement Test is designed so that students can write their responses in the Student Test Booklet.

Students will be expected to show all work and write all answers in the Student Test Booklet. Additional pages or papers added to the Student Test Booklet **will not be scored**.

The student must print his or her name on the cover of both of the Student Test Booklets.

After the test administration, if the student has responded in a language other than English, you must translate his or her responses into English and transcribe them into the second Student Test Booklet provided in the Oral Translation Materials. You should provide as exact a translation as you can. Do **NOT** make any corrections or improvements to a student's answers—just translate them into English and write them in the second Student Test Booklet. The Test Administrator (TA) will assist you in performing the transcription.

Materials Needed for Testing

For the test administration, the TA will provide the following items:

- The materials included for an Oral Translation, which contain this script, an English Audio CD, two Form SV test booklets, blank cassette tapes, and a form that you must help complete in order to receive payment for your work today
- A cassette tape recorder
- A supply of sharpened No. 2 pencils (pens may not be used)

Time Allotment

The regular testing time for this test is 2½ hours; however, students receiving this oral translation accommodation may have as much time as they need to complete the test, if it is documented that the student has been formally assessed and identified as an LEP student, within the constraints of one full school day. The test administration will probably take about 3 hours.

Breaks

The student may leave the room for a restroom break at any time during the test administration. During the break, keep the materials in the testing room and ensure that they remain secure.

Some school districts allow a brief stretch break during testing (in addition to restroom breaks), whereas others do not. Ask the TA who is assisting you whether the school offers students such a break.

Administering the Test

During the test administration, you will translate the **bold** type in this script as closely as possible into the student's native language and read it aloud to the student. This includes equations and symbols (i.e., = is "equals," + is "plus"). In addition, all mathematics equations should be read aloud.

A student may ask you to translate a word in a table, picture, graphic, or chart for the test. You may translate any text within a table, figure, picture, graphic, or chart on the test if requested by the student.

It will be necessary to read some portions on the test in English. This text will be clearly marked "Read (text) in English" and should **not** be translated, as it is designed to assess how well the student reads English text. Reading passages are **NOT** to be read or translated.

The material in regular type is information for you and should not be read to the student. You may repeat any part of the test directions as many times as needed. However, do not suggest answers and do not evaluate student work. Students are also permitted to skip a question and go back to that question or check answers only within the test that is being administered (e.g., reading questions and answers can only be reviewed by the student on the day that the reading test is given).

Even if the text of the answer choices must be read in English, you may still translate the actual answer choice letters (A, B, C, D).

Be sure to give the student time to read the selections and to answer the questions before going on with the test.

The student's desk should be cleared of all materials except pencils.

After the student is seated, insert a blank audiocassette, start the tape recorder and leave it running throughout the test administration. Translate and read aloud the following script prior to the distribution of the Student Test Booklet.

TEST ADMINISTRATION SCRIPT

Begin translating and reading aloud here. Speak slowly and distinctly.

Say: **My name is** (say your name now). **What is your name?** (Wait for student to say his or her name.)

Say: **I will be your translator for this test session. I am going to read the test to you in** (state the language).

Say: **Is this all right?**

If the student agrees, continue with the test. If the student disagrees, have the TA contact the School Test Coordinator immediately.

Say: **Now we are ready to begin the mathematics test. Do you have any questions?**

Remember, you may answer questions about the directions, but you may not suggest ideas or answers. You may not evaluate student work.

Say: **I will give you your Student Test Booklet now. Do not open the Student Test Booklet until I tell you to do so.**

Make sure that you have a pencil on your desk. If you need another pencil during the test, raise your hand and I will give you one. If you need to change an answer, make sure that you completely erase the answer you do not want.

Make sure that the student receives a Student Test Booklet, and that he or she has a pencil. Hold up a Student Test Booklet, and point to the place on the cover where the student is to print his or her name. Point to the line at the top of the cover page of each document.

Say: **Print your name carefully on the line provided on the cover of the Student Test Booklet.**

Make sure that the student prints his or her name on the Student Test Booklet.

Say: **Turn to page 37 in your Student Test Booklet and read along as I read the test directions.**

Say: **Directions:**

Today you will be taking the Ohio Grade 3 Mathematics Achievement Test. This is a test of how well you understand mathematics. The test consists of questions about numbers, measurement, shapes, graphs, and patterns. Three different types of questions appear on this test: multiple choice, short answer and extended response.

There are several important things to remember:

- 1. Read each question carefully. Think about what is being asked. If a graph or other diagram goes with the question, look at it carefully to help you answer the question. Then choose or write the answer that you think is best.**
- 2. When you write your answers, write them neatly and clearly in the space provided using a pencil. You may write your answers in English or say the language into which you are translating for the student.**
- 3. When you answer a multiple choice question, make sure you fill in the circle next to the answer. Mark only one answer.**
- 4. If you do not know the answer to a question, skip it and go on. If you have time at the end of the test, go back to the questions you skipped and answer them before you hand in your Student Test Booklet.**
- 5. If you finish the test early, you may check over your work. When you are finished and your Student Test Booklet has been collected, you may take out your silent work.**

Say: **Go to the next page.**

Say: **Directions: Carefully read each question. Fill in the circle next to the correct answer.**

Say: **Question 1**

Which is another way to write six and one-third?

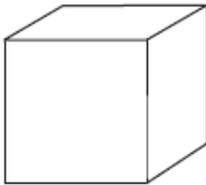
A. $6\frac{1}{3}$ (six and the fraction one over three)

B. $\frac{61}{3}$ (the fraction sixty-one over three)

C. 613 (six hundred thirteen)

Say: **Question 2**

What is the shape of each face of the solid?



A. triangle

B. pentagon

C. square

Say: **Question 3**

Which number makes this number sentence true?

$7 + \boxed{?} = 32$ (seven plus question mark equals thirty-two)

A. 15 (fifteen)

B. 25 (twenty-five)

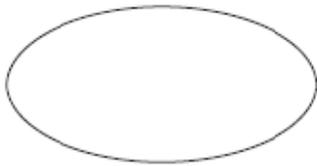
C. 39 (thirty-nine)

Say: **Go to the next page.**

Item 4 has not been slated for public release in 2009.

Say: **Question 5**

Draw one line of symmetry for each figure below.



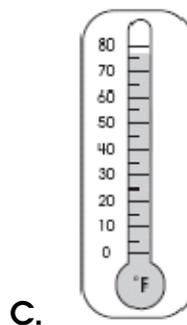
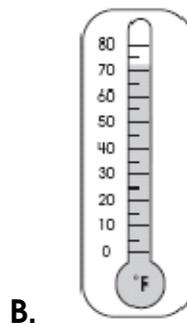
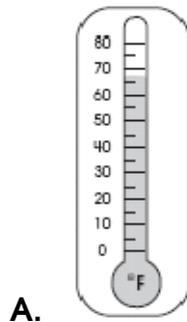
Item 6 has not been slated for public release in 2009.

Say: **Go to the next page.**

Say: **Question 7**

Which thermometer shows 77°F (seventy-seven degrees F)?

Indicate your answer from the three choices A, B, or C shown below.



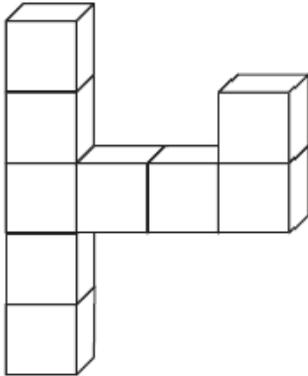
Say: **Go to the next page.**

Item 8 has not been slated for public release in 2009.

Say: **Go to the next page.**

Say: **Question 9**

Heather is building the letter “H” with the cube-shaped blocks as shown.



How many more cube-shaped blocks will she need to complete her “H”?

- A. 2 (two)
- B. 3 (three)
- C. 4 (four)

Say: **Go to the next page.**

Items 10-11 have not been slated for public release in 2009.

Say: **Go to the next page.**

Say: **Question 12**

Which table has three pairs of values that make this number sentence true?

$$\triangle ? + 5 = \square ? \quad (\text{question mark plus five equals question mark})$$

Indicate your answer from the three choices A, B, or C shown below.

A.

\triangle	\square
3	8
4	10
5	12

B.

\triangle	\square
3	8
4	9
5	10

C.

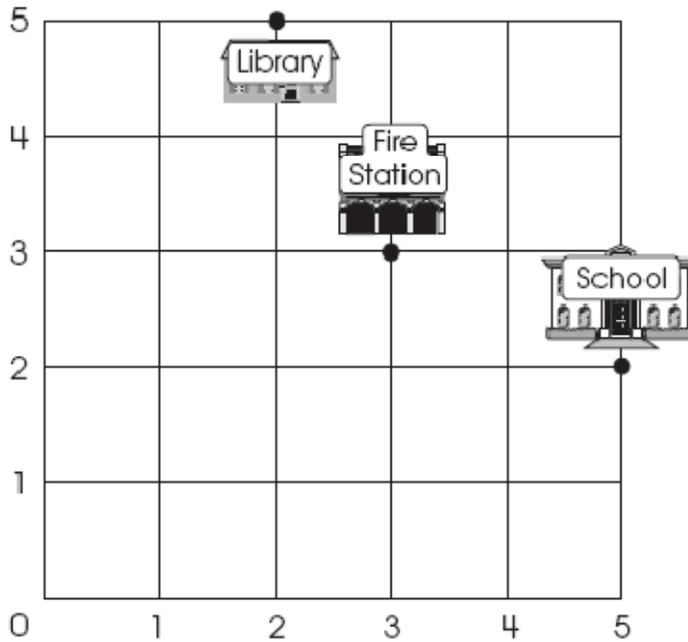
\triangle	\square
8	3
9	4
10	5

Say: **Go to the next page.**

Say: **Question 13**

Which building is located at point (5, 2) (five, two)?

From left to right, the points are labeled, “library, fire station, school.”



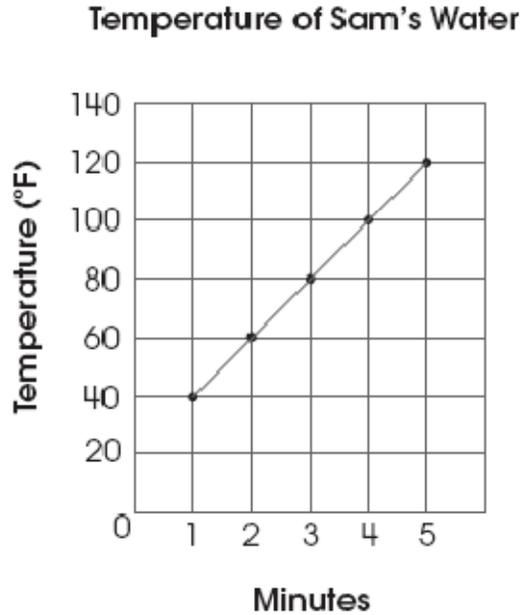
- A. school
- B. fire station
- C. library

Say: **Go to the next page.**

Say: **Question 14**

Sam was heating a pot of water. He recorded the temperature of the water every minute in the graph shown.

The title of the graph is, "Temperature of Sam's Water." The y-axis is labeled, Temperature, degrees F, zero, twenty, forty, sixty, eighty, one hundred, one hundred twenty, one hundred forty." The x-axis is labeled, "Minutes, zero, one, two, three, four, five."



Say: **Go to the next page.**

Say: Which set of data is shown on the graph?

Indicate your answer from the three choices A, B, or C shown below.

A.

Minutes	Temperature (°F)
1	10
2	20
3	30
4	40
5	50

B.

Minutes	Temperature (°F)
1	40
2	50
3	60
4	70
5	80

C.

Minutes	Temperature (°F)
1	40
2	60
3	80
4	100
5	120

Say: Go to the next page.

Say: **Question 15**

Mary needs 48 (forty-eight) hamburger buns for a class picnic. Buns are sold in packages of 8 (eight) or packages of 12 (twelve).

Show one way that Mary can buy full packages to get exactly 48 (forty-eight) buns.

Say: Go to the next page.

Say: Mary found the prices of the hamburger buns. The prices are shown below.

A package of 8 (eight) buns costs \$1.00 (one dollar)

A package of 12 (twelve) buns costs \$1.25 (one dollar and twenty-five cents)

Circle the bills and coins that Mary could use to pay for the 48 (forty-eight) hamburger buns.



What is the total cost of the 48 (forty-eight) hamburger buns?

Say: **Go to the next page.**

Say: **Question 16**

The table below shows the number of pencils and the number of crayons that some students have.

From left to right, the column headings read, “Number of Pencils, Number of Crayons.” Row one reads, “one, three.” Row two reads, “two, four.” Row three reads, “three, five.” Row four reads, “four, six.” Row five reads, “five, seven.”

Number of Pencils	Number of Crayons
1	3
2	4
3	5
4	6
5	7

Which describes the pattern shown in the table?

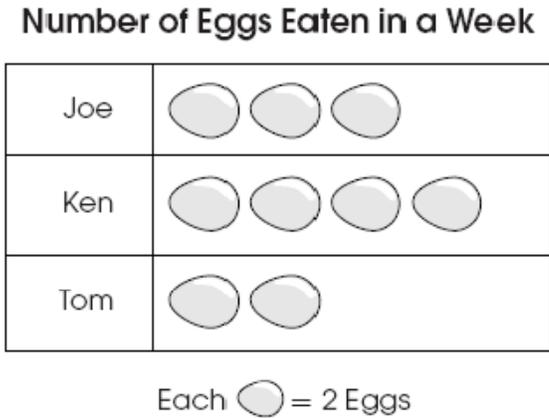
- A. Each student has the same number of pencils and crayons.
- B. Each student has two more crayons than pencils.
- C. Each student has three times as many crayons as pencils.

Say: **Go to the next page.**

Item 17 has not been slated for public release in 2009.

Say: **Question 18**
How many eggs did Tom eat in one week?

The graphic is titled, "Number of Eggs Eaten in a Week." From top to bottom, the left column reads, "Joe, Ken, Tom." Below the graphic reads, "each equals two eggs."



- A. 2 (two)
- B. 3 (three)
- C. 4 (four)

Say: **Go to the next page.**

On the May 2009 Grade 3 Mathematics Achievement Test, items 19-24 are field-test items, which are not released.

Say: **Go to the next page.**

Say: **Question 25**
Use your ruler to draw a rectangle with sides 4 cm (four centimeters) and 7 cm (seven centimeters). Label the length of each side.

Items 26-28 have not been slated for public release in 2009.

Say: **Go to the next page.**

Say: **Question 29**

Megan went to the mall and saw a gumball machine with red, blue, white, and yellow gumballs. She wanted a blue gumball. She continued to buy gumballs until the machine gave her a blue one. The list shows the colors of the gumballs that came from the machine.

White, red, white, white

White, red, yellow, white

Red, yellow, white, blue

Create a bar graph to show how many gumballs Megan bought of each color. Make sure you label your graph.

Say: **Go to the next page.**

Say: **Megan bought one more gumball.**

Based on Megan's results and the bar graph you created, what color gumball is Megan most likely to get?

Explain why that color is most likely.

Say: **Go to the next page.**

Say: **Question 30**

Which expression is equal to 50 (fifty)?

A. 5×5 (five times five)

B. 5×10 (five times ten)

C. 50×0 (fifty times zero)

Say: **Question 31**
Which is best measured in ounces?

- A. length of a pencil
- B. weight of a book
- C. time on the clock

Item 32 has not been slated for public release in 2009.

Say: **Go to the next page.**

Say: **Question 33**
Jonathan's plant is 6 (six) inches tall. His plant grows 3 (three) inches in height each week.

How many inches tall will the plant be in 4 (four) weeks?

Explain your answer using pictures, words or numbers.

Say: **Go to the next page.**

Say: **Question 34**
If $\square \div 3 = 5$ (question mark divided by three equals five), what is \square (question mark)?

- A. 13 (thirteen)
- B. 15 (fifteen)
- C. 19 (nineteen)

Say: **Question 35**
About how wide is a third-grader's finger?

- A. about 1 (one) meter**
- B. about 1 (one) millimeter**
- C. about 1 (one) centimeter**

Items 36-46 have not been slated for public release in 2009.

Say: **Stop. This concludes the mathematics test. You may go back and check your work for this test.**

After Testing

After the student has finished the test, stop the tape recorder and collect the Student Test Booklet from the student. After you are certain that all the materials have been collected, the student may be dismissed to return to normal school activities.

If the student answered any of the questions in a language other than English, you must translate his or her responses into English and write them clearly in the second Student Test Booklet, included in the Oral Translation Materials. When you perform this translation and transfer of answers, you should provide as exact a translation as you can. Do **NOT** correct any mistakes the student might have made on the test.

The student's answers to the multiple-choice questions must also be transferred from his or her original Student Test Booklet into the one in which you are writing the translated answers. You and the TA should perform this together.

Finally, you and the TA must complete the Oral Translator Report form, which is included in the Oral Translation Materials. The top copy must be mailed back in the supplied envelope in order for you to receive payment. The second copy is for the school's records, and the third copy of the form is for you to keep for your records.