

Student Name: \_\_\_\_\_

# Ohio Achievement Tests



## Reading 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 English Language Arts.*

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## Administering the Ohio Grade 3 Reading Achievement Test

### Introduction

This script provides the instructions you, the translator, will need for administering the Ohio Grade 3 Reading Achievement Test. The test has been designed to measure students' abilities to understand what they read and demonstrate their comprehension and knowledge of reading strategies 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 Reading 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 reading 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 measure students' abilities to understand what they read and demonstrate their comprehension and knowledge of reading strategies. 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 reading 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 1 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 Reading Achievement Test. This is a test of how well you understand what you read. The test consists of vocabulary questions and reading selections followed by questions about each reading selection. 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 reading selection carefully. You may look back at the reading selection as often as necessary. You may underline or mark parts of any selection.**
- 2. 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. You may write your answers in English or say the language into which you are translating for the student.**
- 3. When you write your answers, write them neatly and clearly in the space provided using a pencil.**
- 4. When you answer a multiple choice question, make sure you fill in the circle next to the answer. Mark only one answer.**
- 5. If you do not know the answer to a question, skip it and go on. If you have time, go back to the questions you skipped and answer them before you hand in your Student Test Booklet.**
- 6. 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.**

Item 1 has not been slated for public release in 2009.

Read "The grill was used to roast the vegetables," "roast," the definitions of roast, and the answer options in English.

Say: **Question 2**

**The grill was used to roast the vegetables.**

**roast (rōst) v. 1. to cook in an oven or near hot coals  
n. 2. a cut of meat  
n. 3. an event at which a person is  
praised and insulted.**

**Which definition of roast is used in the sentence above?**

- A. definition 1: to cook in an oven or near hot coals**
- B. definition 2: a cut of meat**
- C. definition 3: an event at which a person is praised and insulted**

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

Say: **Question 3**

**Which sentence tells about something that will happen in the future?**

- A. Jen did her homework.**
- B. Jen will do her homework.**
- C. Jen is doing her homework.**

Read “close” and the answer options in English.

Say: **Question 4**

**What word is an antonym for close?**

- A. break
- B. open
- C. stop

Item 5 has not been slated for public release in 2009.

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

On the May 2009 Grade 3 Reading Achievement Test, item 6 is a field-test item, which is not released.

Items 7-22 have not been slated for public release in 2009.

On the May 2009 Grade 3 Reading Achievement Test, items 23-27 are field-test items, which are not released.

Items 28-35 have not been slated for public release in 2009.

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

Read "Jump, Beasts! Jump!" and "Lions at Lunchtime" in English.

Say: **Please read the selection, titled "Jump, Beasts! Jump!" from "Lions at Lunchtime" by Mary Pope Osborne.**

Have the student read the selection. The student is to read the selection silently.  
DO NOT READ THE SELECTION ALOUD.

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

Say: **Directions: Use the selection to answer questions 36 – 43 (thirty-six through forty-three).**

Say: **Question 36**  
**What is the first animal that Jack sees?**

- A. a gazelle
- B. a wildebeest
- C. a giraffe

Read the quotation, "flooded," and the answer options in English.

Say: **Question 37**

**This is a sentence from the selection.**

**"Bright light flooded the tree house again."**

**What does the word flooded mean?**

- A. filled up**
- B. dampened**
- C. went past**

Read "Jump, Beasts! Jump!" in English.

Say: **Question 38**

**Complete the sentence below with words from the selection.**

**The two main characters in "Jump, Beasts! Jump!" are (blank) and (blank).**

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

Read the quotation, "bright," "rustling," and the answer options in English.

Say: **Question 39**

**This is a sentence from the selection.**

**"Bright light flooded the tree house again. A rustling sound came from outside the window."**

**Bright and rustling are words that tell about which two senses?**

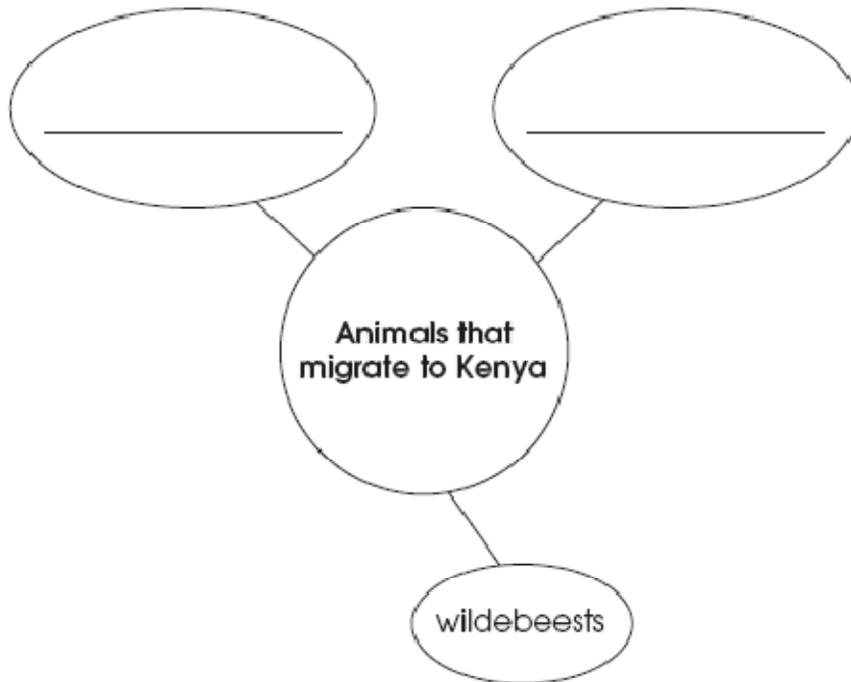
- A. smell and sight**
- B. sight and sound**
- C. sound and taste**

Read "wildebeests" in English.

Say: **Question 40**

**Complete the web below with information from the selection.**

**From top to bottom the web reads, "Animals that migrate to Kenya, wildebeests."**



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

Say: **Question 41**

**Where are Jack and Annie at the beginning of the story?**

- A. up in the air in a tree house
- B. on a grassy plain with tons of animals
- C. down beside a river with zebras

Read "Asia," "Africa," and "Australia" in English.

Say: **Question 42**

**What is Jack's book about?**

- A. animals in Asia**
- B. animals in Africa**
- C. animals in Australia**

Read the answer options in English.

Say: **Question 43**

**Which word describes Jack and Annie?**

- A. lazy**
- B. curious**
- C. gloomy**

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

### **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.