

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

# Ohio Achievement Tests



## Writing 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 4 Writing Achievement Test

### Introduction

This script provides the instructions you, the translator, will need for administering the Ohio Grade 4 Writing Achievement Test. The test has been designed to assess the construct of writing at the grade 4 level. The test measures students' knowledge of spelling, grammar, and punctuation as well as their ability to write in English.

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 4 Writing 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.

On the Grade 4 Writing Test, students **must** record their own answers in English.

### Materials Needed for Testing

For the test administration, the Test Administrator (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.

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 content testing English spelling, grammar, and punctuation. Reading passages are **NOT** to be read or translated. In addition, all written responses for the writing test **must** be answered by the student in English.

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 writing 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 85 in your Student Test Booklet and read along as I read the test directions.**

Say: **Directions:**

**Today you will be taking the Ohio Grade 4 Writing Achievement Test. This is a test of how well you write. Three different types of questions appear on this test: fill-in, multiple choice and response to writing prompts.**

**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.**
- 3. When you are asked to select the answer, make sure you fill in the circle next to the correct answer. Mark only one answer.**
- 4. If you do not know the answer to the 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.**
- 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.**
- 6. Important: Please note that you should apply standard English language writing conventions when responding to the writing test. Be sure to provide all written answers in English.**

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

Read "Andrew's Tree" in English.

Say: **Question 1**

**Writing a Response to Literature**

**In this activity, you are going to read a story and write a response. You may look back at the story as much as necessary to complete your response. Remember to use the Revising Checklist and the Editing Checklist at the end of the writing activity to check your work.**

**Please read the selection titled, "Andrew's Tree" by Patricia Toht.**

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.**

**Write a response that addresses the following:**

**Tell what happened to Andrew's favorite tree, and explain how he felt about it throughout this selection.**

**Use information from this selection to support your written response.**

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

Say: **Revising Checklist**

**I used information and details from the story in my response.**

**I told what happened to Andrew's tree.**

**I told how Andrew felt about the tree throughout the story.**

**I re-read my response and it makes sense.**

**Editing Checklist**

**I double-checked my spelling.**

**I double-checked my punctuation.**

**I double-checked my capitalization.**

**I double-checked to make sure all of my sentences are complete.**

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

Read "A Clever Disguise" in English.

Say: **Directions: Grammar and Usage Activities — Use the selection to answer Questions 2 – 6 (two through six). If the underlined word is not correct, fill in the circle next to the correct answer.**

**Please read the selection titled, "A Clever Disguise."**

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

Read "Some insects are very good at hiding itself," "they," "their," and "themselves" in English

Say: **Question 2**  
**Some insects are very good at hiding itself.**

- A. **they**
- B. **their**
- C. **themselves**
- D. **Correct as is**

Read "This protecting the insects from birds and other animals that want to eat them," "protect," "protects," and "protection" in English.

Say: **Question 3**  
**This protecting the insects from birds and other animals that want to eat them.**

- A. **protect**
- B. **protects**
- C. **protection**
- D. **Correct as is**

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

Read "For example, an insect called the treehopper has a green body and a tall, pointed head," "have," "having," and "to have" in English.

Say: **Question 4**

**For example, an insect called the treehopper has a green body and a tall, pointed head.**

- A. have
- B. having
- C. to have
- D. Correct as is

Read "The treehopper looks just like a sharp thorn can it stands on a branch," "when," "does," and "will" in English.

Say: **Question 5**

**The treehopper looks just like a sharp thorn can it stands on a branch.**

- A. when
- B. does
- C. will
- D. Correct as is

Read "A hungry bird could stand right next to a treehopper and think it was a thorn," "thought," "thinks," and "thinking" in English.

Say: **Question 6**

**A hungry bird could stand right next to a treehopper and think it was a thorn.**

- A. thought
- B. thinks
- C. thinking
- D. Correct as is

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

Read "Otters" in English.

Say: **Directions: Grammar and Usage Activities — Use the selection to answer Questions 7 – 11 (seven through eleven). If the underlined word is not correct, fill in the circle next to the correct answer.**

**Please read the selection titled, "Otters."**

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

Read "Young animals tend to be playful, whenever they are wild or tame," "whether," "either," and "but" in English.

Say: **Question 7**

**Young animals tend to be playful, wherever they are wild or tame.**

- A. **whether**
- B. **either**
- C. **but**
- D. **Correct as is.**

Read "Once wild animals become fully grown, however, they must keep themselves busy by hunting for food and avoiding enemies," "them," "themselves," and "themselves" in English.

Say: **Question 8**

**Once wild animals become fully grown, however, they must keep themselves busy by hunting for food and avoiding enemies.**

- A. **them**
- B. **themselves**
- C. **themselves**
- D. **Correct as is**

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

Read "As fully grown animals, they have little time into playing," "under," "over," "for" in English.

Say: **Question 9**

**As fully grown animals, they have little time into playing.**

- A. under
- B. over
- C. for
- D. Correct as is

Read "The otter is amazing different," "amaze," "amazingly," and "amazes" in English.

Say: **Question 10**

**The otter is amazing different.**

- A. amaze
- B. amazingly
- C. amazes
- D. Correct as is

Read "Grown otters enjoys having a good time by jumping into lakes, streams or snowbanks," "enjoying," "does enjoy," and "enjoy" in English.

Say: **Question 11**

**Grown otters enjoys having a good time by jumping into lakes, streams or snowbanks.**

- A. enjoying
- B. does enjoy
- C. enjoy
- D. Correct as is

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

On the May 2009 Grade 4 Writing Achievement Test, items 12-16 are field-test items, which are not released.

Item 17-22 have not been slated for public release in 2009.

Say: **Stop. This concludes the writing 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.

On the Grade 4 writing test, students **must** record their own answers in English.

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.