

Student Name:	

Ohio Achievement Tests



Social Studies 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 Social Studies.

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Administering the Ohio Grade 5 Social Studies Achievement Test

Introduction

This script provides the instructions you, the translator, will need for administering the Ohio Grade 5 Social Studies Achievement Test. The test has been designed to measure students' understanding of skills and strategies in social studies at the grade 5 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 5 Social Studies Achievement Test is designed to be used with a single answer document.

Students will be expected to show all work and write all answers in the Answer Document. Additional pages or papers added to the Answer Document <u>will not</u> **be scored**.

The student must print his or her name on the cover of the Student Test Booklet and both of the Answer Documents.

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 Answer Document 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 Answer Document. 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, a Form SV test booklet, two scannable Answer Documents, 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 may 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 and the Answer Document.

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 social studies 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 and Answer Document 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 Answer Document, and that he or she has a pencil. Hold up a Student Test Booklet and Answer Document, 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 and Answer Document.

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

Say: Turn to page 107 in your Student Test Booklet and read along as I read the test directions.

Say: **Directions:**

Today you will be taking the Ohio Grade 5 Social Studies Achievement Test. Three different types of questions appear on this test: multiple choice, short answer and extended response.

There are several important things to remember:

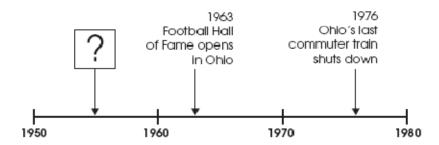
- 1. Read each question carefully. Think about what is being asked. Look carefully at graphs or diagrams because they will help you understand the question.
- 2. For short-answer and extended-response questions, use a pencil to write your answers neatly and clearly in the space provided in the answer document. Any answers you write in the Student Test Booklet will not be scored. You may write your answers in English or say the language into which you are translating for the student.
- 3. Short-answer questions are worth two points. Extended-response questions are worth four points. Point values are printed near each question in your Student Test Booklet. The amount of space provided for your answers is the same for two- and four-point questions.
- 4. For multiple-choice questions, shade in the circle next to your choice in the answer document for the test question. Mark only one choice for each question. Darken completely the circles on the answer document. If you change an answer, make sure that you erase your old answer completely.
- 5. Do not spend too much time on one question. Go on to the next question and return to the question skipped after answering the remaining questions.
- 6. Check over your work when you are finished.

Read "Ohio," "Football Hall of Fame," "Ohio Civil Rights Commission," and "Great Seal of Ohio" in English.

Say: Question 1 A time line is shown.

The title of the time line is, "Events in Ohio History." Above the time line reads, "question mark, nineteen sixty-three Football Hall of Fame opens in Ohio, nineteen seventy-six Ohio's last commuter train shuts down." Below the time line reads, "nineteen fifty, nineteen sixty, nineteen seventy, nineteen eighty."

Events in Ohio History



Which event completes the time line shown?

- A. 1955 (nineteen fifty-five) Ohio turnpike is completed
- B. 1959 (nineteen fifty-nine) Ohio Civil Rights Commission is created
- C. 1967 (nineteen sixty-seven) Great Seal of Ohio is standardized
- D. 1971 (nineteen seventy-one) State income tax is adopted

Say: Go to the next page.

Items 2-6 have not been slated for public release in 2009.

Say: Question 7

Anita is going to start a business and can buy either wood or cloth. If she buys wood, she can make toy boats. If she buys cloth, she can make dolls.

What is the opportunity cost of Anita's buying cloth?

- A. the cost of making toy boats and dolls
- B. the opportunity to make toy boats
- C. the cost of starting a business
- D. the opportunity to make dolls

Items 8-9 have not been slated for public release in 2009.

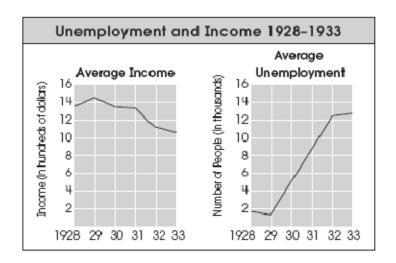
Say: Question 10

Two graphs of unemployment and income data are shown.

The title of the graphic is, "Unemployment and Income nineteen twentyeight through nineteen thirty-three."

The graph on the left is titled, "Average Income" The y-axis is titled, "Income in hundreds of dollars." The y-axis reads, "two, four, six, eight, ten, twelve, fourteen, sixteen." The x-axis reads, "nineteen twenty-eight, twenty-nine, thirty, thirty-one, thirty-two, thirty-three."

The graph on the right is titled, "Average Unemployment." The y-axis is titled, "Number of People in thousands." The y-axis reads, "two, four, six, eight, ten, twelve, fourteen, sixteen." The x-axis reads, "nineteen twenty-eight, twenty-nine, thirty, thirty-one, thirty-two, thirty-three."



Which conclusion can be made from the data in the two graphs?

- A. Income changed more than unemployment did.
- B. There were many wealthy people from 1928 (nineteen twenty-eight) to 1933 (nineteen thirty-three).
- C. Average income decreased as unemployment increased.
- D. Unemployment increased the most between 1932 (nineteen thirty-two) and 1933 (nineteen thirty-three).

Items 11-12 have not been slated for public release in 2009.

On the May 2009 Grade 5 Social Studies Achievement Test, items 13-18 are field-test items, which are not released.

Items 19-20 have not been slated for public release in 2009.

Say: Go to the next page.

Read "Spain," "North America," and "Spanish" in English.

Say: Question 21

Colonists from Spain influenced many areas of life in North America.

In your Answer Document, describe two cultural patterns that are evident today as a result of the Spanish colonization of North America. (2 points)

Item 22 has not been slated for public release in 2009.

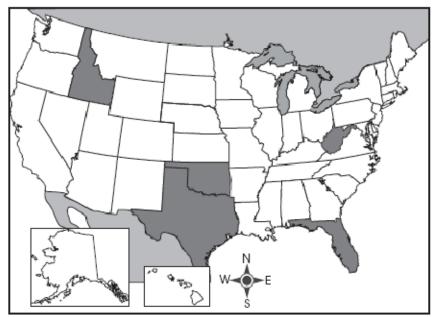
Read "United States" in English.

Say: Question 23

A map of the United States is shown.

The map is titled, "United States."

United States



The highlighted states share a common, defining feature.

What is that feature?

- A. a panhandle
- B. population size
- C. a mountain range
- D. average annual rainfall

Say: Go to the next page.

Item 24 has not been slated for public release in 2009.

Read "United States" in English.

Say: Question 25

What is one duty of the legislative branch of the United States

government?

- A. to veto laws
- B. to write laws
- C. to enforce laws
- D. to interpret laws

Say: Go to the next page.

Item 26 has not been slated for public release in 2009.

Read "Ohio," "Appalachian Plateau," "Bluegrass," "Lake Plain," and "Till Plain" in English.

Say: Question 27

A map of the major physical regions in Ohio is shown.

The title of the map is, "Ohio's Land Regions"



What physical region is shaded?

- A. Appalachian Plateau
- B. Bluegrass
- C. Lake Plain
- D. Till Plain

Read "Andrew's Pizza" in English.

Say: Question 28

Andrew, the owner of Andrew's Pizza, recently bought a faster dough maker and a larger pizza oven for his shop. His sales have doubled.

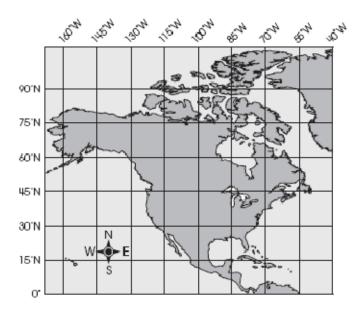
Which statement describes why Andrew decided to buy a faster dough maker and a larger pizza oven?

- A. As a producer, he invested in capital goods to increase production.
- B. As a producer, he paid less for ingredients to make a profit.
- C. As a consumer, he wanted to have a successful restaurant.
- D. As a consumer, he wanted to spend less time cooking.

Read "Great Lakes" in English.

Say: Question 29

Reading from left to right, the top of the map is labeled, "one hundred sixty degrees W, one hundred forty-five degrees W, one hundred thirty degrees W, one hundred fifteen degrees W, one hundred degrees W, eighty-five degrees W, seventy degrees W, fifty-five degrees W, forty degrees W." Reading from top to bottom, the side of the map is labeled, "ninety degrees N, seventy-five degrees N, sixty degrees N, forty-five degrees N, thirty degrees N, fifteen degrees N, zero degrees."



According to the map shown, the Great Lakes are located between which two lines of latitude?

- A. 40°N (forty degrees N) and 50°N (fifty degrees N)
- B. 50°W (fifty degrees W) and 60°W (sixty degrees W)
- C. 40°W (forty degrees W) and 60°W (sixty degrees W)
- D. 50°N (fifty degrees N) and 70°N (seventy degrees N)

Items 30-31 have not been slated for public release in 2009.

Say: Go to the next page.

Read "Africans" and "North America" in English.

Say: Question 32

Many Africans were brought to North America to be slaves for white landowners in the 1700s (seventeen hundreds).

In your Answer Document, identify four characteristics of life under slavery in the late 1700s (seventeen hundreds). (4 points)

Item 33 has not been slated for public release in 2009.

Say: Go to the next page.

Read "First Amendment" in English.

Say: Question 34

Which First Amendment right protects a citizen's freedom to participate in a political rally to support a presidential candidate?

- A. freedom of religion
- B. freedom to petition
- C. freedom of the press
- D. freedom of assembly

Item 35 has not been slated for public release in 2009.

Say: Question 36

Chad is reading a book about the bald eagle.

How should Chad use this book to find more information about the bald eagle?

- A. Check the book's copyright date.
- B. Read the inside cover of the book.
- C. Find out if his friends have read the book.
- D. See if the book has a list of related articles.

Say: Go to the next page.

Read "Delaware Indians," "Ohio," and "British" in English.

Say: Question 37

What was the major reason the Delaware Indians moved to Ohio in the 1700s (seventeen hundreds)?

- A. They found it hard to farm because of a long drought in the East.
- B. They were driven out by British settlements in the East.
- C. They knew that Ohio was rich in fur-bearing animals.
- D. They were trying to conquer the lands of other tribes.

Read "Ohio" and "Alaska" in English.

Say: **Question 38**

Fishermen in Ohio specialize in catching yellow perch, and fishermen in Alaska specialize in catching wild salmon. The two states trade fish with each other.

How do consumers benefit from the specialization of the fishing industry in Alaska and Ohio?

- A. Consumers in Alaska and Ohio sell more fish.
- B. More types of fish are available to consumers.
- C. Consumers in Alaska and Ohio get better quality fish.
- D. Fewer fish are available at lower prices to consumers.

Read "United States" in English.

Say: Question 39

Citizens of the United States have many rights. They also have responsibilities to obey laws and pay taxes.

In your Answer Document, identify one reason obeying laws is important to preserving democratic government and one reason paying taxes is important to preserving democratic government. (2 points)

Say: Go to the next page.

Items 40-41 have not been slated for public release in 2009.

Read "Ohio Constitution," "Ohio," and "Great Britain" in English.

Say: Question 42

How does the Ohio Constitution promote democracy?

- A. It changes yearly to reflect the values of Ohio's citizens.
- B. It allows the governor of Ohio to make amendments.
- C. It declares Ohio's independence from Great Britain.
- D. It guarantees rights to all individuals in Ohio.

Items 43-44 have not been slated for public release in 2009.

Say: Stop. This concludes the social studies 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 and Answer Document 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 Answer Document, included in the Oral Translation Materials. When you perform this translation and transferal 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 Answer Document 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.