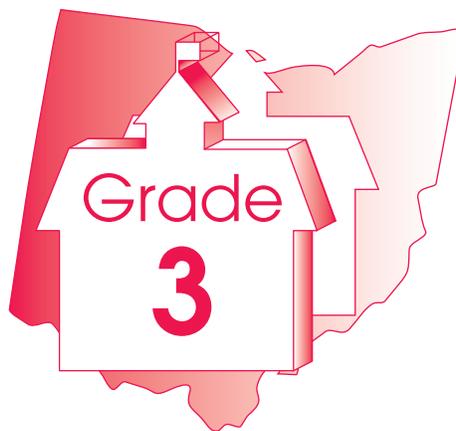


Ohio Achievement Tests



Mathematics

Oral Translation Script
May 2008

This test was originally administered to students in May 2008. 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.

The Ohio Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services.

Overview for the Translator

The Ohio Grade 3 Mathematics Achievement Test has been designed to measure students' understanding of skills and strategies in mathematics at the grade 3 level.

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 the Student Test Booklet.

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 Kit. 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 Oral Translation Kit, which contains this script, two copies of the Student Test Booklet, 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, within the constraints of one school day.

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, as closely as possible, this script into the student's native language and read it aloud to the student.

- The text of the script printed in **bold** is to be translated and read aloud to the student.
- The text in the script printed in regular type (but NOT in bold) should be read aloud to the student in English.

Text in brackets [Like these] is information for you and should not be read to the student.

For questions, say "question five" rather than "five."

Math operations should be spoken (e.g., $\sqrt{183}$ should be narrated as "the square root of 183").

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).

The reading passages are **NOT** to be read or translated.

You may translate all of the mathematical operations and equations in this test, even if they are not bolded.

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

Note: 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. You will notice that certain reading selections are not to be translated for the student. This is because the test is designed to assess how well the student reads English text.

After the student is seated, start the tape recorder and leave it running throughout the test administration. Then 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.

My name is [say your name now]. **What is your name?** [Wait for the student to say his or her name.]

I will be your translator for this test session. I am going to read the test to you in [state the language into which you are translating]. **Is this right?**

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

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.]

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.]

Turn to page 39 in your Student Test Booklet and read along as I read the test directions.

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. You may use the blank areas of your Student Test Booklet to solve problems.**
- 3. When you write your answers, write them neatly and clearly in the space provided using a pencil. You may write all answers in English or [Say the name of the language into which you are translating for the student].**
- 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 at the end of the test, 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.**

Before starting the Ohio Grade 3 Mathematics Achievement Test, break only the seal on page 39 by gently pulling the plastic tab.

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

Item 1 has not been slated for public release in 2008.

2. Which figure below has more than one line of symmetry?

- A. [insert two-second count]
- B. [insert two-second count]
- C. [insert two-second count]

Item 3 has not been slated for public release in 2008.

4. Ms. Turner is ordering 10 boxes of pencils. Each box holds 100 pencils. Look at the graphic.

Reading from left to right the first line says, “100 Pencils, 100 Pencils, 100 Pencils, 100 Pencils, 100 Pencils.”

The second line says, “100 Pencils, 100 Pencils, 100 Pencils, 100 Pencils, 100 Pencils.”

How many pencils is she ordering?

- A. 10
- B. 100
- C. 1,000

5. This pictograph shows the number of rainy days in June, July and August. Look at the graphic.

The title of the graphic is “Rainy Days.”

Reading from top to bottom inside the box, “June, July, August, September.”

Reading below the box it says, “Each raindrop equals 2 Rainy Days.”

It rained four days in September. Draw the number of raindrops to complete the pictograph for September.

6. About how many quarts of liquid are in this pitcher? Look at the graphic.

Reading from top to bottom, “2 Quarts, 1 Quart.”

- A. $1 \frac{1}{2}$ quarts
- B. 2 quarts
- C. $2 \frac{1}{2}$ quarts

Item 7 has not been slated for public release in 2008.

8. Which number makes this statement true? Look at the statement.

- A. 3
- B. 8
- C. 14

Item 9 has not been slated for public release in 2008.

10. A plant is 12 inches tall today. The plant grows three inches more each week.

Complete the table below showing the plant's height over the next three weeks. Look at the graphic.

Reading from left to right, the first line says, "Week, Height."

The second line says, "Today, 12 inches."

The third line says, "In one week."

The fourth line says, "In two weeks."

The fifth line says, "In three weeks."

If this growth pattern continues, how many inches tall will the plant be in five weeks? [insert four-second count]

Show or explain your answer using pictures, words or numbers. [insert four-second count]

If this growth pattern continues, in how many weeks will the plant be 36 inches tall? [insert four-second count]

Use pictures, words or numbers to show your work.

11. Mike spins a spinner, like the one shown, 20 times and records the results. Look at the graphic.

Reading clockwise from the top-right, "1, 3, 1, 2, 1, 3."

Which number is Mike likely to spin the fewest number of times?

- A. 1
- B. 2
- C. 3

12. During a book fair, third graders bought 93 books and fourth graders bought 82 books.

What is an estimate of the total number of books the students bought?

- A. 11
- B. 170
- C. 270

On the May 2008 Grade 3 Mathematics Achievement Test, items 13-18 are field-test items, which are not released.

19. Which unit is best for measuring the length of your classroom?

- A. inches
- B. feet
- C. miles

Item 20 has not been slated for public release in 2008.

21. Dina checked the temperature on the school playground each morning for five days. She wrote the temperatures in a list. Look at the graphic.

Reading from left to right the first line says, "Day, Temperature."

The second line says, "Monday, 40°F."

The third line says, "Tuesday, 45°F."

The fourth line says, "Wednesday, 39°F."

The fifth line says, "Thursday, 42°F."

The sixth line says, "Friday, 40°F."

Which line graph shows these data?

- A. [insert two-second count]
- B. [insert two-second count]
- C. [insert two-second count]

22. Laverne buys a book for \$4.89. She pays with a five-dollar bill.

Which coins should she receive as change?

- A. [insert two-second count]
- B. [insert two-second count]
- C. [insert two-second count]

Item 23 has not been slated for public release in 2008.

24. Two shapes are shown. Look at the graphic.

What is the same about both of these shapes?

- A. Both shapes have exactly two lines of symmetry.
- B. Both shapes have at least one line of symmetry.
- C. Neither shape has any lines of symmetry.

Items 25–26 have not been slated for public release in 2008.

27. The six faces of a three-dimensional figure are shown. Look at the graphic.

Which figure could these faces form?

- A. [insert two-second count]
- B. [insert two-second count]
- C. [insert two-second count]

Items 28–30 have not been slated for public release in 2008.

31. The table shows the height of a candle that is burning. Look at the graphic.

Reading from left to right the first line says, “Time, Height.”

The second line says, “1:00 p.m., 45 cm.”

The third line says, “2:00 p.m., 40 cm.”

The fourth line says, “3:00 p.m., 35 cm.”

If the pattern continues, what will the height of the candle be at 5:00 p.m.?

- A. 30 cm
- B. 25 cm
- C. 20 cm

32. This picture shows the number sentence $4 \times 5 = 20$. Look at the graphic.

Which other number sentence does this picture show?

- A. $20 - 5 = 15$**
- B. $20 \div 5 = 4$**
- C. $5 \div 4 = 20$**

33. Pam is cutting squares of colored paper to glue together. She wants the squares to be the same size. She made a mistake and cut the square shown. Look at the graphic.

Use your centimeter ruler. What is the length of a side of this square in centimeters?
[insert four-second count]

She wanted each side to be 3 inches long.

Draw the square that Pam wanted to cut.

Item 34 has not been slated for public release in 2008.

35. Leon wants to estimate the difference between 632 and 318.

Which number sentence could he use?

- A. $700 - 300$**
- B. $600 - 400$**
- C. $600 - 300$**

Item 36 has not been slated for public release in 2008.

37. A pyramid is shown. Look at the graphic.

Which sentence describes this pyramid?

- A. The pyramid has 4 faces and 4 edges.**
- B. The pyramid has 4 faces and 8 edges.**
- C. The pyramid has 5 faces and 8 edges.**

38. James invited 12 friends to go skating. Only 9 of his friends went.

What fraction of his friends went skating? [insert four-second count]

Divide and shade the rectangle to represent this fraction. Look at the graphic. [insert four-second count]

Explain how your drawing represents the fraction of James' friends who went skating.

39. A music program starts “fifteen minutes before seven.” What time does the music program start?

- A. 6:15 p.m.**
- B. 6:45 p.m.**
- C. 7:15 p.m.**

Item 40 has not been slated for public release in 2008.

41. Marsha reads 5 pages from her book every night.

Which table shows the total number of pages Marsha has read in her book at the end of each night?

- A. [insert two-second count]**
- B. [insert two-second count]**
- C. [insert two-second count]**

Items 42–46 have not been slated for public release in 2008.

STOP. End of 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 Kit. 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 Kit. 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.