

Ohio Achievement Tests



Reading

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 English Language Arts.

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 Reading Achievement Test has been designed to measure students' understanding of skills and strategies in reading at the grade 3 level. The test measures students' abilities to understand what they read and demonstrate their comprehension and knowledge of reading strategies.

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 will 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 translated.

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 1 in your Student Test Booklet and read along as I read the test directions.

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 all answers in English or [Say the name of 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.**
- 7. When you finish the test, you may not go on to, or look at the mathematics section of the Student Test Booklet.**

Before starting the Ohio Grade 3 Reading Achievement Test, break only the seal on page 1 by gently pulling the plastic tab. Do not break the remaining seal for the mathematics test.

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 word tells about more than one?

- A. writes
- B. cities
- C. address

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

4. Which definition of pass is used in the sentence below?

- pass (pas) *v.* 1. to go by somebody or something
 v. 2. to give something to somebody
 n. 3. a note of permission

When I get near the goal, pass the ball to me.

- A. **definition 1:** to go by somebody or something
- B. **definition 2:** to give something to somebody
- C. **definition 3:** a note of permission

Item 5 has not been slated for public release in 2008.

On the May 2008 Grade 3 Reading Achievement Test, item 6 is a field-test item, which is not released.

Items 7-15 have not been slated for public release in 2008.

On the May 2008 Grade 3 Reading Achievement Test, items 16-20 are field-test items, which are not released.

Items 21-27 have not been slated for public release in 2008.

Directions: Read the selection.

Directions: Use the selection to answer questions 28 – 36.

28. What is the theme of this reading selection?

- A. It is important to have a snack after school.**
- B. It is hard but rewarding to work in the garden.**
- C. It is fun to listen to stories from a long time ago.**

29. Why does Renny say that he is “lucky” in the beginning of the selection?

- A. He helps Grandma Lena with chores.**
- B. He goes to Grandma Lena’s for a snack.**
- C. He lives near Grandma Lena’s house.**

30. This sentence is from the selection.

“I ask Grandma Lena if the radio was boring, and she tells me that people thought it was fantastic.”

What does fantastic mean?

- A. all right**
- B. terrific**
- C. serious**

31. How does Renny feel about Grandma Lena? [insert two-second count]

Support your answer with three examples from the reading selection.

1. [insert two-second count]
2. [insert two-second count]
3. [insert two-second count]

32. What does Renny do when he is not helping Grandma Lena with chores?

- A. He plays with his friends next door.**
- B. He goes to his own house.**
- C. He listens to stories on the radio.**

33. What is the purpose of this selection?

- A. tell a story about a boy and his grandma**
- B. tell a story about taking care of a garden**
- C. give directions for using an old-time radio**

34. This paragraph is from the selection.

“Grandma Lena says that people used to sit around and listen to the radio the way that we watch television. They would sit in the living room and listen to stories being acted out. They would listen to live concerts and news of the world. They also listened to baseball games and weather reports.”

What is the main idea of this paragraph?

- A. People long ago used radio the way we use television today.**
- B. Music sounded much better on people’s old-time radios.**
- C. People listened to weather reports every day on their old-time radios.**

35. The reading selection, “Grandma Lena’s Radio,” is a

- A. poem.**
- B. fairy tale.**
- C. story.**

36. Find information from the selection to fill in the blanks.

When Grandma Lena was a young girl, she would catch [insert two-second count]. She also liked to listen to [insert two-second count] on her radio.

Directions: Read the selection.

Directions: Use the selection to answer questions 37 – 42.

37. This is a paragraph from the selection.

“For thousands of years people did not know microbes existed. They were too small for them to see.”

Which question does this paragraph answer?

- A. Why couldn't people see microbes?**
- B. Why did people want to see microbes?**
- C. Why are microbes so small?**

38. This is a sentence from the selection.

“They saw old plants and leaves and trees crumble apart on the forest floor and disappear into the soil.”

What does crumble apart mean?

- A. break into tiny pieces**
- B. change into seeds**
- C. grow new roots**

39. Choose the answer that completes the web below.

- A. Microbes are very small.**
- B. Food begins to smell bad.**
- C. Microbes are all around us.**

Look at the web.

Reading from top to bottom, it says, “Leaves crumble apart, Evidence that microbes exist, Cuts and wounds get red and sore.”

40. What does the word *microbe* mean?

- A. small life
- B. long life
- C. plant life

41. Using the reading selection, complete the web with four important details about microbes. Look at the web.

The center box says, “Microbes.”

42. This is a sentence from the selection.

“They did not know these changes were evidence of tiny plants and animals growing all around them.”

What does the word *evidence* mean?

- A. proof
- B. questions
- C. examples

STOP. End of 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 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 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 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.