

Ohio Achievement Tests



Writing

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 4 Writing Achievement 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.

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 will print his or her name on the cover of the Student Test Booklet.

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 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. 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, 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.”

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 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.]

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

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. You must write all answers in English.**
- 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.**

Before starting the Ohio Grade 4 Writing Achievement Test, break only the seal on page 77 by gently pulling the plastic tab.

1. Writing a Letter

In this activity, you will write a letter. Remember to use the Revising Checklist and the Editing Checklist at the end of the writing activity to check your work.

Imagine your class went on a field trip, for example, to a park, the local library, a museum, the zoo, a newspaper office, or another place.

Write a letter to thank your teacher for taking your class on the trip. Be sure to include what you liked about the trip and some details about what you did on the trip.

Begin writing below.

Revising Checklist

- I wrote a letter to my teacher, thanking him or her for taking our class on a trip.
- I explained why I liked the trip and wrote details about what we did on the trip.
- I used correct letter format.
- I re-read my letter 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.

Items 2-6 have not been slated for public release in 2008.

Directions: **Punctuation and Capitalization Activities** — Use the selection to answer Questions 7–11. If the underlined word is not correct, fill in the circle next to the correct answer or write it correctly on the line provided.

Read the selection now.

7. Read the question and answer it.
8. Read the question and answer it.
9. Read the question and answer it.
10. Read the question and answer it.
11. Read the question and answer it.

Items 12-16 have not been slated for public release in 2008.

17. Writing an Informational Report

In this activity, you will use the facts and details on the graphic organizer to write a report about bats. You may look back at the graphic organizer as much as necessary to complete your report. Remember to use the Revising Checklist and the Editing Checklist at the end of the writing activity to check your work.

Go to the next page.

Look at the graphic organizer.

The title of the graphic organizer is, “Bats.”

Starting at the top the first box says, “BATS.”

Reading left to right the second line of boxes says, “Mammals, Flying, Other Facts, Useful to Humans.”

In the third line of boxes the first box says, “Means they have babies, not eggs; Warm-blooded like humans; NOT birds.”

In the third line of boxes the second box says, “Wings made of skin, not feathers; Wings 3 times as long as bodies.”

In the third line of boxes the third box says, “Nocturnal (means they sleep by day, hunt by night); Use sonar to locate food and navigate.”

In the third line of boxes the fourth box says, “Eat mosquitoes and other insects; Save plants and crops from insects.”

Go to the next page.

Write an informational report about bats. Use information in the graphic organizer to write your report. Make sure your report has an introduction, a body and a conclusion.

Begin writing below.

Revising Checklist

- My report is about bats.**
- I used facts and details from the graphic organizer in my report.**
- My report has an introduction, a body and a conclusion.**
- 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.**

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.

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 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.