Ohio Achievement Assessments

Grade
3

Mathematics

Language Translation Script
Spring 2011

Administering the Ohio Grade 3 Mathematics Achievement Assessment

Introduction

This script provides the instructions you, the translator, will need for administering the Ohio Grade 3 Mathematics Achievement Assessment. The test has been designed to measure students' understanding of skills and strategies in mathematics at the grade 3 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. This script may be reviewed on the day of the test, only.

Description of Test Materials

The Student Test Booklet for the Grade 3 Mathematics Achievement Assessment 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.

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 Language Translation Materials. You should provide as exact a translation as you can. Do **NOT** make any corrections or improvements to a student's answers — 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 materials included for a Language 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 language 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 a 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 will be necessary to read some portions on the test in English. This text will be clearly marked by gray highlighting, like this, and should **not** be translated, as it is designed to assess how well the student reads English text. Reading selections 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.

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 mathematics 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.

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

Say: **Directions:**

Today you will be taking the Ohio Grade 3 Mathematics Achievement Assessment. 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:

Number 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. Then, choose or write the answer you think is best.**

Number 2   **Use <u>only</u> a #2 pencil to answer questions on this test. You may use a ruler on this test.**

Number 3   **For multiple-choice questions, fill in the circle next to your answer choice. Mark <u>only</u> one answer for each question. If you change your answer, make sure you erase your old answer completely. Do not cross out or make any marks on the other choices.**

Number 4   **For constructed-response questions, write your answer neatly, clearly and <u>only</u> in the space provided. Answers written outside of the space provided will <u>not</u> be scored.**

Number 5   **If you do not know the answer to a question, skip it and go on to the next question. If you have time, go back to the questions you skipped and try to answer them before turning in your Student Test Booklet.**

Number 6   **Check over your work when you are finished.**

Number 7   **When you finish this section of the test, you may <u>NOT</u> go back to the reading section in the Student Test Booklet.**

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

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

Item 1 has not been slated for public release in 2011.

Say: **Question 2**
Pat's teacher handed back worksheets to the class. The corner of Pat's worksheet was ripped as shown.

$$1 + 1 = 2$$

$$2 + 2 = 4$$

$$x \ 6 = 36 \qquad \text{Great Job!}$$

Which number would make the last number sentence correct?

A. 4

B. 5

C. 6

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

Question 3

Roger wrote down the ages of the children on the bus, as shown.

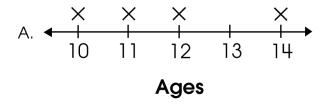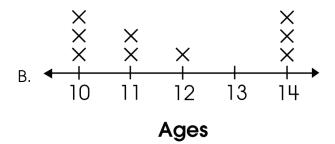|	Ages
	12
	14
	10
	14
	11
	10
	14
	10
	11

The column heading reads, "Ages." Row one reads, "twelve." Row two reads, "fourteen." Row three reads, "ten." Row four reads, "fourteen." Row five reads, "eleven." Row six reads, "ten." Row seven reads, "fourteen." Row eight reads, "ten." Row nine reads, "eleven."
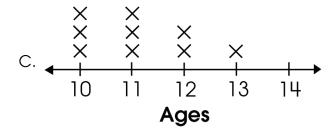
Say: **Go to the next page.**

Say: **Which line plot correctly shows the ages of the children on the bus?**

Indicate your answer from the three choices A, B, or C shown below.

A.

$$\times \qquad \times \qquad \times \qquad\qquad \times$$
$$\overleftrightarrow{\quad 10 \quad 11 \quad 12 \quad 13 \quad 14 \quad}$$

Ages

B.

$$\begin{array}{ccccc} \times & & & & \times \\ \times & \times & & & \times \\ \times & \times & \times & & \times \end{array}$$
$$\overleftrightarrow{\quad 10 \quad 11 \quad 12 \quad 13 \quad 14 \quad}$$

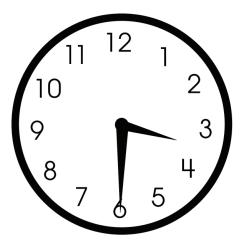**Ages**

6

C.

Ages

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

Say: **Directions: Use the clock below to answer question 4.**

Say: **Question 4**
The school bus will pick up the children in 45 *(forty-five)* **minutes. What time will it be?**

A. 3:15 *(three fifteen)*

B. 3:45 *(three forty-five)*

C. 4:15 *(four fifteen)*

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

Say: **Question 5**
Sandy is choosing a dress and a pair of shoes to wear. She has a red dress, a yellow dress and a green dress. She also has black shoes and white shoes.

Use pictures or words to list all the ways Sandy can combine a dress and a pair of shoes.

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

Say: **Question 6**
Alex had 32 *(thirty-two)* sheets of paper in her notebook. After 1 day, she had 28 *(twenty-eight)* sheets. After 2 days, she had 24 *(twenty-four)* sheets, and after 3 days, she had 20 *(twenty)* sheets.

How many sheets did she use each day?

A. 4 sheets

B. 6 sheets

C. 12 *(twelve)* sheets

Items 7–8 have not been slated for public release in 2011.

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

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Say: **Question 9**
Alex surveyed his classmates to see how each of them travels to school in the morning. He listed his data.

walk, bus, walk, bus, bus, car, car, bus, walk, car

What is the mode of the data?

A. bus

B. car

C. walk

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

Items 10–11 have not been slated for public release in 2011.

On the Spring 2011 Grade 3 Mathematics Achievement Assessment, items 12–17 are field-test items, which are not released.

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

Say: **Question 18**
Which is equal to $40 + 5$ **(forty plus five)?**

A. 9×5 **(nine times five)**

B. $49 - 6$ **(forty-nine minus six)**

C. $28 + 25$ **(twenty-eight plus twenty-five)**

Say: **Question 19**
What is the next number in this pattern?

8, 16, 24, 32, _?_ **(eight, sixteen, twenty-four, thirty-two, question mark)**

A. **8**

B. 36 **(thirty-six)**

C. 40 **(forty)**

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

Say: **Question 20**
Draw an angle that is smaller than a right angle.

Explain how you know the angle you drew is smaller than a right angle.

Item 21 has not been slated for public release in 2011.

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

Say: **Question 22**

Mr. Parks has 5 bags of oranges. Each bag has 15 *(fifteen)* **oranges.**

Which number sentence shows the total number of oranges Mr. Parks has?

A. 15 × 5 = 75 *(fifteen times five equals seventy-five)*

B. 15 + 5 = 20 *(fifteen plus five equals twenty)*

C. 15 ÷ 5 = 3 *(fifteen divided by five equals three)*

Item 23 has not been slated for public release in 2011.

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

Question 24
Calendars for January and February are shown.

The top calendar reads, "January." The bottom calendar reads, "February."

January

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

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

Say: **Nick's first race was on January** 24 *(twenty-fourth)*. **His second race was on February** 21 *(twenty-first)*.
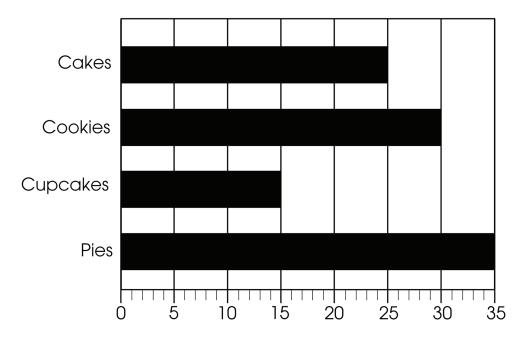
How many weeks after Nick's first race was his second race?

A. **3 weeks**

B. **4 weeks**

C. 28 *(twenty-eight)* **weeks**

Items 25–26 have not been slated for public release in 2011.

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

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Question 27
This graph shows the number of items sold at the bake sale.

Items Sold at Bake Sale

The graph is titled, "Items Sold at Bake Sale." From bottom to top, the y-axis reads, "Pies, Cupcakes, Cookies, Cakes." From left to right, the x-axis ranges from zero to thirty-five.
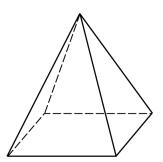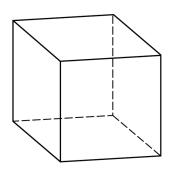
How many cupcakes were sold at the bake sale?

A. 15 *(fifteen)*

B. 25 *(twenty-five)*

C. 35 *(thirty-five)*

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

22

Say: **Question 31**
A pyramid and a cube are shown.

Which statement is true about the two objects?

A. **All faces on each object are the same shape.**

B. **The pyramid has more vertices than the cube.**

C. **The cube has more faces than the pyramid.**

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

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

Question 41
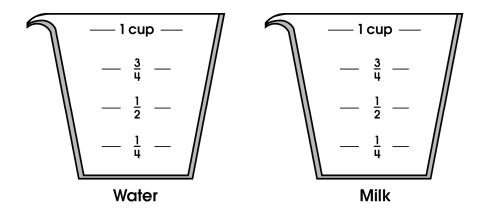
Which number shows two and three tenths?

Indicate your answer from the three choices A, B, or C shown below.

A. 230

B. $2\frac{3}{10}$

C. $2\frac{3}{100}$

Say: **Question 42**

Nico wants to measure exactly $\frac{1}{2}$ *(the fraction one over two)* cup of water and

$\frac{3}{4}$ *(the fraction three over four)* cup of milk. Shade in the part of each

measuring cup that the water and milk should fill.

Water   Milk

The measuring cup on the left is Water.

The measuring cup on the right is milk.
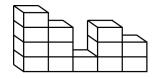
Will Nico have more water or more milk?

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

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Question 43
Which number makes this number sentence true?

$53 +$ ┌─┐
└─┘ ? $= 87$ *(fifty-three plus question mark equals eighty-seven)*

A. 24 *(twenty-four)*

B. 34 *(thirty-four)*

C. 140 *(one hundred forty)*

Say: **Question 44**
Mr. Miller is building a wall that is 5 blocks long, as shown.

He wants the entire wall to be exactly 4 blocks high.

How many more blocks does he need to finish the wall?

A. 3

B. 4

C. 7

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

Question 45
Which set of numbers is in order from least to greatest?

A. 191, 915, 109 *(one hundred ninety-one, nine hundred fifteen, one hundred nine)*

B. 291, 357, 195 *(two hundred ninety-one, three hundred fifty-seven, one hundred ninety-five)*

C. 621, 753 , 848 *(six hundred twenty-one, seven hundred fifty-three, eight hundred forty-eight)*

Item 46 has not been slated for public release in 2011.

Say: **Stop. This concludes the Mathematics Assessment. You may go back and check your work for this test only.**

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 Language 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 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 Language Translator Report form, which is included in the Language 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.

Language

Translation

Script

Mathematics