

Ohio Achievement Assessments



Mathematics

Language Translation Script
Spring 2010

This test was originally administered to students in Spring 2010.

Not all items from the Spring 2010 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 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.

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 37 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:

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. You may write all answers in English or (say the name of the language into which you are translating for the student).
2. Use only a #2 pencil to answer questions on this test. You may use a ruler on this test.
3. For multiple-choice questions, fill in the circle next to your answer choice. Mark only 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.
4. For constructed-response questions, write your answer neatly, clearly and only in the space provided. Answers written outside of the space provided will not be scored.
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.
6. Check over your work when you are finished.
7. When you finish this section of the test, you may NOT go back to the reading section in the Student Test Booklet.

Go to the next page.

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

Say: **Question 1**
What part of this set of stars is shaded?



- A. $\frac{4}{10}$ (the fraction four over ten)
- B. $\frac{6}{10}$ (the fraction six over ten)
- C. $\frac{4}{6}$ (the fraction four over six)

Item 2 has not been slated for public release in 2010.

Go to the next page.

Say: **Question 3**

A class went on a hike. They recorded the number of times they saw certain animals. Their data are shown in the table.

From left to right, the column headings read, “Animal, Number of Times Seen.”

Row one reads, “Squirrel, hash marks.” Row two reads, “Deer, hash marks.” Row three reads, “Frog, hash marks.” Row four reads, “Bee, hash marks.” Row five reads, “Rabbit, hash marks.”

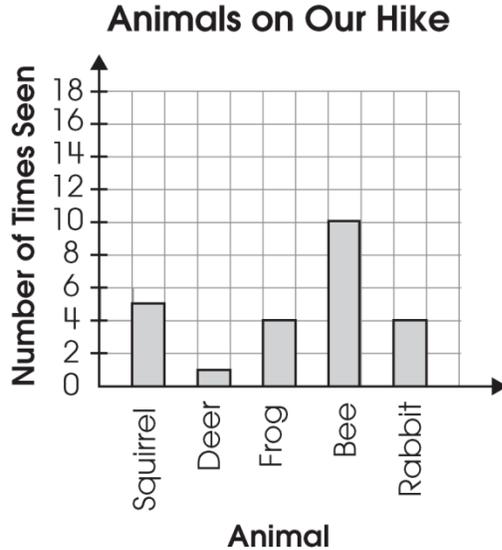
Animal	Number of Times Seen
Squirrel	I
Deer	
Frog	
Bee	
Rabbit	

Go to the next page.

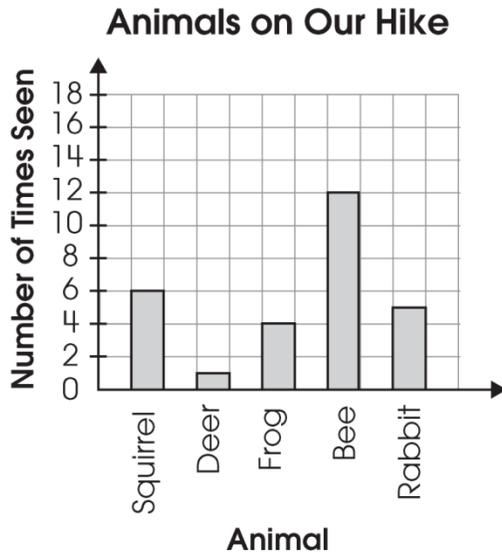
Say: **Which bar graph shows their data?**

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

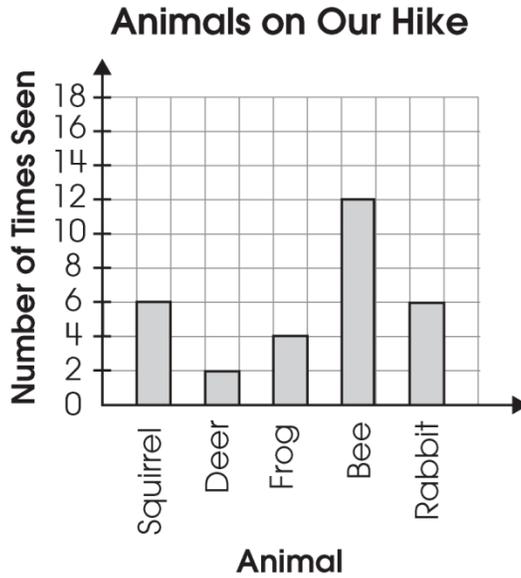
- A. The graph is titled, "Animals on Our Hike." The y-axis is titled, "Number of Times Seen." The y-axis reads, "zero, two, four, six, eight, ten, twelve, fourteen, sixteen, eighteen." The x-axis is titled, "Animal." The x-axis reads, "Squirrel, Deer, Frog, Bee, Rabbit."



- B. The graph is titled, "Animals on Our Hike." The y-axis is titled, "Number of Times Seen." The y-axis reads, "zero, two, four, six, eight, ten, twelve, fourteen, sixteen, eighteen." The x-axis is titled, "Animal." The x-axis reads, "Squirrel, Deer, Frog, Bee, Rabbit."



C. The graph is titled, "Animals on Our Hike." The y-axis is titled, "Number of Times Seen." The y-axis reads, "zero, two, four, six, eight, ten, twelve, fourteen, sixteen, eighteen." The x-axis is titled, "Animal." The x-axis reads, "Squirrel, Deer, Frog, Bee, Rabbit."



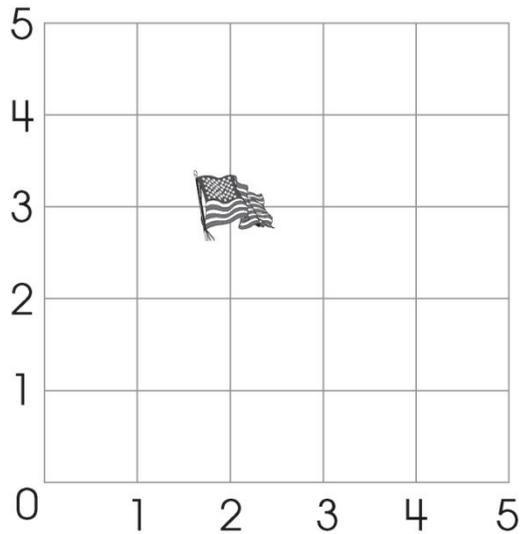
Go to the next page.

Say: **Question 4**

What is the location of the flag on the grid?

The y-axis reads, “zero, one, two, three, four, five.”

The x-axis reads, “zero, one, two, three, four, five.”



- A. (3, 2) (*three* (pause), *two*)**
- B. (2, 3) (*two* (pause), *three*)**
- C. (3, 3) (*three* (pause), *three*)**

Item 5 has not been slated for public release in 2010.

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Say: **Question 6**

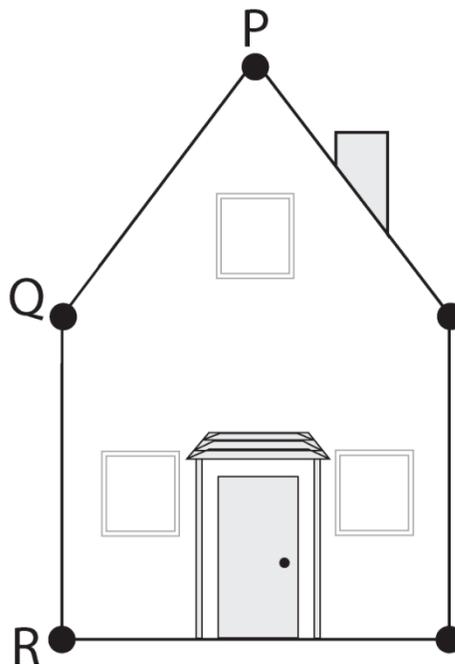
Carl has eight books. Larry has twice as many books as Carl. How many books does Larry have?

- A. 4 (*four*)
- B. 8 (*eight*)
- C. 16 (*sixteen*)

Say: **Question 7**

A drawing of a house is shown.

From top to bottom, the graphic reads, “P, Q, R.”



Which **angle** appears to be smaller than a **right angle**?

- A. **angle P**
- B. **angle Q**
- C. **angle R**

Go to the next page.

Say: **Question 8**

Which expression could best be used to estimate the difference of 820 (*eight hundred twenty*) and 317 (*three hundred seventeen*)?

- A. $800 - 400$ (*eight hundred minus four hundred*)
- B. $800 - 300$ (*eight hundred minus three hundred*)
- C. $900 - 300$ (*nine hundred minus three hundred*)

Go to the next page.

Items 9–12 have not been slated for public release in 2010.

Say: **Question 13**

An ice chest has 6 (*six*) apple juice boxes, 12 (*twelve*) grape juice boxes and 24 (*twenty-four*) orange juice boxes. Without looking, Jerry picks a juice box.

Which type of juice box is he least likely to pick?

- A. apple**
- B. grape**
- C. orange**

Go to the next page.

Say: **Question 14**
Which is about 1 (*one*) centimeter wide?

- A. a staple
- B. a doorway
- C. a bulletin board

Say: **Question 15**
Draw two **lines of symmetry** on this shape. You may use your ruler.

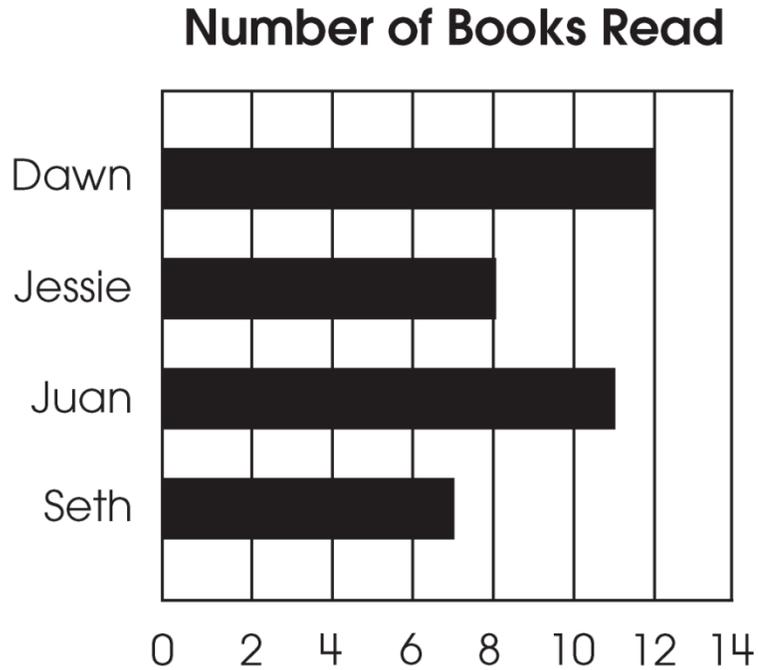
Item 16 has not been slated for public release in 2010.

Go to the next page.

Say: **Question 17**

Dawn, Jessie, Juan and Seth are using a bar graph to keep track of the number of books they read.

The bar graph is titled, "Number of Books Read." The y-axis reads, "Seth, Juan, Jessie, Dawn." The x-axis reads, "zero, two, four, six, eight, ten, twelve, fourteen."



Who has read exactly seven books?

- A. Jessie
- B. Juan
- C. Seth

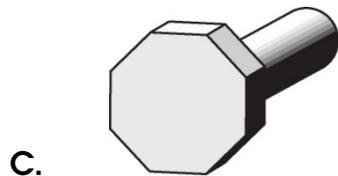
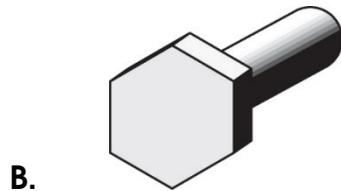
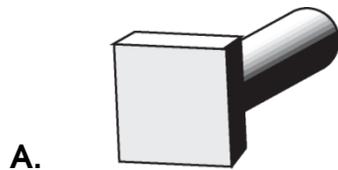
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Item 18 has not been slated for public release in 2010.

Say: **Question 19**

Which object has a face that is a **hexagon**?

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



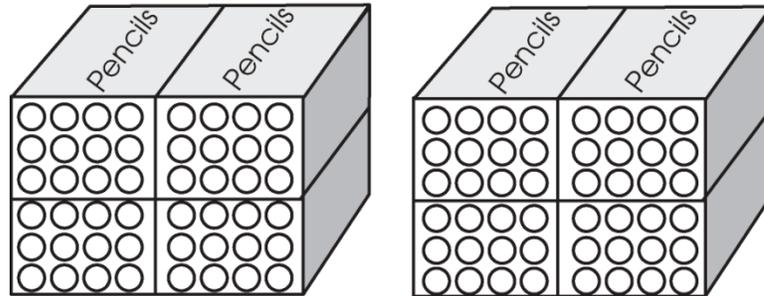
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Say: **Question 20**

A store has 2 (*two*) cartons of pencils. There are 4 (*four*) boxes in each carton and 12 (*twelve*) pencils in each box.

The graphic on the left is titled, "Carton one." From left to right, the graphic reads, "pencils, pencils."

The graphic on the right is titled, "Carton two." From left to right, the graphic reads, "pencils, pencils."



Carton 1

Carton 2

How many pencils are in the two cartons?

Show or explain how you found the number of pencils.

Kevin said that if each box contained 20 (*twenty*) pencils rather than 12 (*twelve*), then there would be 16 (*sixteen*) more pencils in the 2 (*two*) cartons.

Go to the next page.

Say: State whether Kevin is correct and explain how you made your decision.

Go to the next page.

Item 21 has not been slated for public release in 2010.

On the Spring 2010 Grade 3 Mathematics Achievement Assessment, items 22–27 are field-test items, which are not released.

Item 28 has not been slated for public release in 2010.

Say: **Question 29**

Write the missing numbers to continue this pattern.

4, 8, 12, 16, _____, _____, _____ (*four, eight, twelve, sixteen, blank, blank, blank*)

Describe the rule for this pattern.

Go to the next page.

Items 30–34 have not been slated for public release in 2010.

Say: **Question 35**

Jackie says the **mode** of the students' ages in her class is 9 (*nine*) years old.

Which statement tells what the **mode** of the students' ages means?

- A. Half of the students in Jackie's class are 9 (*nine*) years old.
- B. More students in Jackie's class are 9 (*nine*) years old than any other age.
- C. All of the students in Jackie's class are 9 (*nine*) years old.

Go to the next page.

Say: **Question 36**

Mr. Lopez has these bills and coins in his pocket.

How much money does he have?

A. \$2.17 (*two dollars and seventeen cents*)

B. \$6.17 (*six dollars and seventeen cents*)

C. \$6.32 (*six dollars and thirty-two cents*)

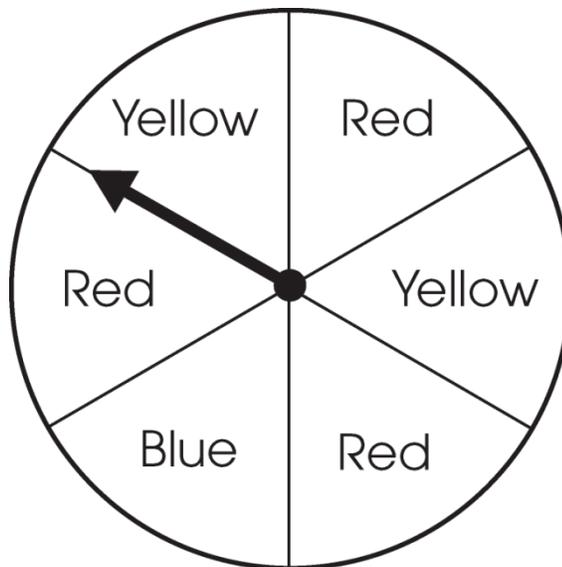
Items 37–38 have not been slated for public release in 2010.

Go to the next page.

Say: **Question 39**

Nick plays a game with this spinner.

Clockwise from the top right, the spinner reads, “Red, Yellow, Red, Blue, Red, Yellow.”



What color is the pointer most likely to land on?

- A. blue**
- B. red**
- C. yellow**

Go to the next page.

Say: **Question 40**

Mike had some blocks. He found 5 (*five*) more blocks. Now he has 12 (*twelve*) blocks.

Which equation uses a (*square*) to represent the original number of blocks Mike had?

- A. + 5 = 12 (*square plus five equals twelve*)
- B. + 12 = 5 (*square plus twelve equals five*)
- C. - 5 = 12 (*square minus five equals twelve*)

Say: **Question 41**

Which expression is equal to 4×3 (*four times three*)?

- A. $3 + 3 + 3 + 3$ (*three plus three plus three plus three*)
- B. $4 + 4 + 4 + 4$ (*four plus four plus four plus four*)
- C. $6 + 6 + 6 + 6$ (*six plus six plus six plus six*)

Go to the next page.

Say: **Question 42**

Ben starts mowing the lawn at 9:15 (*nine fifteen*) a.m. He mows for two hours. Write the time he finishes mowing the lawn.

Show this time on the clock.

Go to the next page.

Items 43–45 have not been slated for public release in 2010.

Say: **Question 46**

Which number makes this number sentence true?

$$3 + \boxed{?} < 5$$

“three plus question mark is less than five.”

A. 0 (*zero*)

B. 3 (*three*)

C. 5 (*five*)

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 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 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.