

Ohio Achievement Assessments



Reading

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 English Language Arts.

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Administering the Ohio Grade 3 Reading Achievement Assessment

Introduction

This script provides the instructions you, the translator, will need for administering the Ohio Grade 3 Reading Achievement Assessment. The test has been designed to measure students' abilities to understand what they read and demonstrate their comprehension and knowledge of reading strategies 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 Reading 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").

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 measure students' abilities to understand what they read and demonstrate their comprehension and knowledge of reading strategies. 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 reading 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 1 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 Reading Achievement Assessment. 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. 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).
3. Use only a #2 pencil to answer questions on this test.
4. 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.
5. 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.
6. 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.
7. Check over your work when you are finished.
8. When you finish this section of the test, you may NOT go on to the mathematics 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.**

Items 1-2 have not been slated for public release in 2010.

Say: **Question 3**
What word is a synonym for **divide**?

- A. **count**
- B. **separate**
- C. **carry**

Go to the next page.

Items 4–14 have not been slated for public release in 2010.

Go to the next page.

Say: **Directions: Read the selection.**

Please read the selection titled, “What Is the World Made Of? All about Solids, Liquids and Gases” by Kathleen Weidner Zoehfeld.

Have the student read the selection. The student is to read the selection silently. **DO NOT READ THE SELECTION ALOUD.**

Go to the next page.

Say: **Directions: Use the selection to answer questions 15 – 20 (*fifteen through twenty*).**

Say: **Question 15**

Which of the following questions does the selection answer?

- A. What is maple syrup used for?**
- B. How are trucks made?**
- C. What are the states of matter?**

Say: **Question 16**
This sentence is from the selection.

“They can feel slippery, like cooking oil, or sticky, like maple syrup.”

What word means the same thing as **slippery**?

- A. **slick**
- B. **sneaky**
- C. **slow**

Say: **Question 17**
If you wanted more information about hard objects, in which section would you look?

- A. **Gases**
- B. **Solids**
- C. **Liquids**

Go to the next page.

Say: **Question 18**
Which of these is a main idea in the selection?

- A. **Modeling clay is soft.**
- B. **All things are made of matter.**
- C. **The air blows the leaves.**

Say: **Question 19**

There are three states of matter. Complete the chart below. The first one has been done for you.

From left to right, the column headings read, "Three States of Matter, A Fact About Matter." Row one reads, "Solid, It is hard and soft."

Three States of Matter	A Fact About Matter
Solid _____	It is hard and soft. _____
_____ _____	_____ _____
_____ _____	_____ _____

Go to the next page.

Say: **Question 20**

This paragraph is from the selection.

“Modeling clay is soft. You can roll it out flat, like a pancake, or squeeze it into a ball. You can cut it with a knife or scissors. But if you leave it alone, it will hold whatever shape it is in. It is a solid.”

What is the main idea of this paragraph?

- A. Modeling clay can be flat.
- B. Modeling clay can be cut.
- C. Modeling clay is a solid.

Items 21–29 have not been slated for public release in 2010.

On the Spring 2010 Grade 3 Reading Achievement Assessment, items 30–35 are field-test items, which are not released.

Go to the next page.

Say: **Directions: Read the selection.**

Please read the selection titled, “Farmer Brown’s Gray Pony From The Man in the Drum – Stories in Music Appreciation” by Hazel Gertrude Kinscella.

Have the student read the selection. The student is to read the selection silently. DO NOT READ THE SELECTION ALOUD.

Go to the next page.

Say: **Directions: Use the selection to answer questions 36 – 42 (*thirty-six through forty-two*).**

Say: **Question 36**

How can you tell how Farmer Brown feels about Gray Pony?

- A. He will not let Gray Pony go out when he might hurt himself.**
- B. He makes Gray Pony go to the blacksmith shop by himself.**
- C. He ties up Gray Pony in the barn each morning.**

Say: **Question 37**

Using the reading selection, complete these two sentences.

1 (*one*). Every winter morning Gray Pony would take Farmer Brown blank.

(Pause)

2 (*two*). Every night Gray Pony would take Farmer Brown blank.

Go to the next page.

Say: **Question 38**

This sentence is from the selection.

“When night came, Gray Pony would go gallop-ty, gallop, back to town and stand in front of the store, until Farmer Brown was ready to go home.”

What does the word gallop mean?

- A. run fast**
- B. wander slowly**
- C. find a new way**

Say: **Question 39**

List two places where this reading selection takes place.

1 (*one*). (Pause)

2 (*two*). (Pause)

Go to the next page.

Say: **Question 40**

How does Gray Pony get to the blacksmith shop?

A. gallops quickly

B. trots carefully

C. walks very slowly

Say: **Question 41**

Sometimes an author uses words to make you think of a sound.

Which phrase makes you think of the sound a horse makes when it walks?

A. gallop-ty gallop

B. chewed and chewed

C. lifted each foot

Say: **Question 42**

At the end of the story, Farmer Brown calls Gray Pony “the smartest little horse.” Why does he say this?

A. Gray Pony comes to the store by himself.

B. Gray Pony solves the problem by himself.

C. Gray Pony chews the rope in two.

Say: **Stop. This concludes the Reading 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.