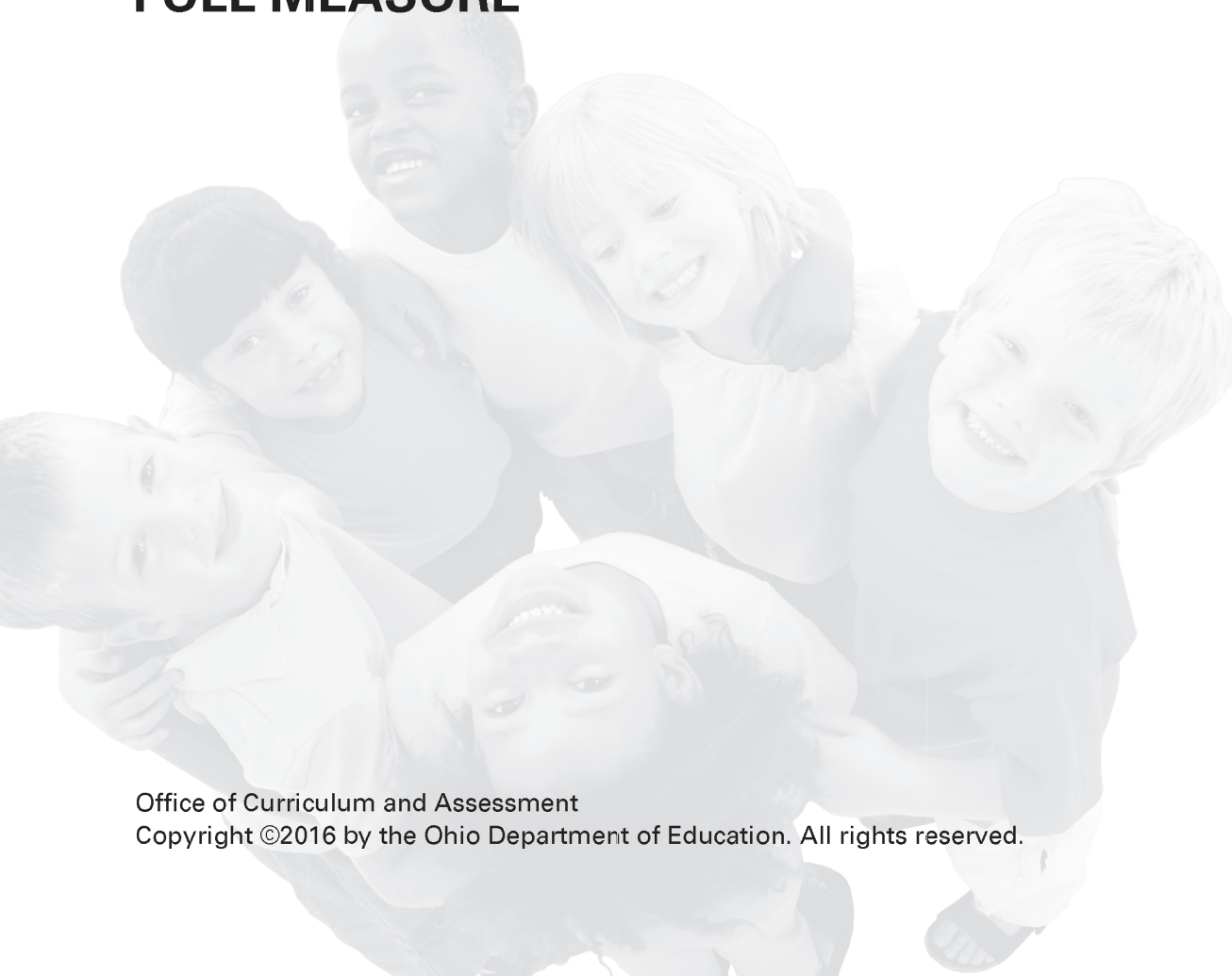


Ohio's Diagnostic Assessments

GRADE 1 READING

Directions for Administration Manual

FULL MEASURE



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.

ADMINISTRATION MANUAL

Introduction

This *Directions for Administration Manual (DFAM)* for the Ohio Diagnostic Assessments contains information on administering the Full Measure.

Before administering the Full Measure, Test Administrators (TAs) must review this DFAM to familiarize themselves with the policies and procedures, and materials necessary for conducting the administration.

For guidance on statewide requirements for administering and reporting results from the Ohio Diagnostic Assessments, please refer to the Ohio Department of Education website. Go to education.ohio.gov and search key words: Diagnostic Assessments.

Third Grade Reading Guarantee

Districts/schools must administer a reading diagnostic assessment to all students in grade one through grade three by September 30 and to all students in kindergarten by November 1 of each school year to meet the requirements of the Third Grade Reading Guarantee. Districts/schools must administer a mathematics diagnostic assessment to all students in grades one and two, and a writing diagnostic assessment to all students in grades one, two and three at least once during the school year. All results must be reported in the EMIS data collection.

Use of Format

The Ohio Diagnostic Assessments were developed in two formats:

- **Screener** – Kindergarten, one, two, three for reading and writing; and kindergarten, one and two for mathematics.
- **Full Measure** – Kindergarten, one, two, three for reading and writing; and kindergarten, one and two for mathematics.

A specific format is to be administered at different times of the year to assess specific skills. The Screener will measure the end-of-year expectations of the previous year's standards; the reading Screener will be used to meet the requirements of the Third Grade Reading Guarantee. The Full Measure will measure end-of-year expectations of the current grade level.

There is no Short Screening Measure for the Ohio Diagnostic Assessments.

Test Administrator Criteria

The test administrator must meet this criteria:

- The person must be an employee of the district or school;
- The person must hold a current permit, license or certificate issued by the Ohio Dept. of Education.

If the person providing the accommodation is also administering the diagnostic assessment, then that person must also meet the test administrator criteria.

Content Alignment

	Activity	Strand/Topic(s)	Standard Statement(s)
Session 1			
Activity 1 (page 9) Questions 1 – 4	Balloon Fun	Literature: Key Ideas and Details	Describe characters, settings, and major events in a story, using key details.
			Retell stories, including key details, and demonstrate understanding of their central message or lesson.
		Literature: Integration of Knowledge and Ideas	Compare and contrast the adventures and experiences of characters in stories.

	Activity	Strand/Topic(s)	Standard Statement(s)
Activity 2 (page 15) Questions 5 – 9	Ants Go Marching	Informational: Key Ideas and Details	Ask and answer questions about key details in a text.
			Identify the main topic and retell key details of a text.
		Informational: Craft and Structure	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
			Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Informational: Integration of Knowledge and Ideas	Use the illustrations and details in a text to describe its key ideas.		
Activity 3 (page 23) Questions 10-12	A Little Rain	Literature: Key Ideas and Details	Ask and answer questions about key details in a text.
			Describe characters, settings, and major events in a story, using key details.
		Literature: Integration of Knowledge and Ideas	Use illustrations and details in a story to describe its characters, setting, or events.
Activity 4 (page 29) Question 13	Digraphs	Foundational Skills: Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. A) Know the spelling-sound correspondences for common consonant digraphs.

	Activity	Strand/Topic(s)	Standard Statement(s)
Session 5			
Activity 5 (page 43) Question 14	Vowels	Foundational Skills: Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. C) Know final -e and common vowel team conventions for representing long vowel sounds.
Session 6			
Activity 6 (page 46) Question 15	Reading One-Syllable Words	Foundational Skills: Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. B) Decode regularly spelled one-syllable words.
Activity 7 (page 51) Question 16	Two-Syllable Words	Foundational Skills: Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. E) Decode two-syllable words following basic patterns by breaking the words into syllables.
Session 7			
Activity 8 (page 55) Question 17	High Frequency Words	Foundational Skills: Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. G) Recognize and read grade-appropriate irregularly spelled words.
Session 8			
Activity 9 (page 59) Questions 18-22	Running Record: All About Kites	Informational: Key Ideas and Details	Identify the main topic and retell key details of a text.
		Informational: Craft and Structure	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Students Who Require Accommodations

Definition of an Accommodation

For Ohio’s Diagnostic Assessments, accommodations are considered to be adjustments to the testing conditions, test format or test administration that provide equitable access during assessments for students with disabilities and students who are English language learners.

Criteria for the Use of Accommodations

Accommodations should:

- Provide equitable access during instruction and assessment;
- Mitigate the effects of a student’s disability or English language learner status;
- Not reduce learning or performance expectations;
- Not change the construct being assessed;
- Not compromise the integrity or validity of the assessment;
- For students with disabilities, be documented in the IEP or 504 plan.

Special Considerations for the Read-Aloud, Scribe and Mathematical Tools Accommodations for Students with Disabilities

As with all testing accommodations, the read-aloud, scribe and mathematical tools accommodations should not change the construct being assessed, i.e., change what is being measured by the task. Therefore, consider these guidelines when providing these accommodations:

- *Read-Aloud:* The test administrator should consider the read-aloud for the reading diagnostics on an activity-by-activity basis. For example, if the Strand/Topic for an activity is *Literature: Key Ideas and Details*, then reading the passage and items in the task will not change what the activity is measuring. However, if the Strand/Topic for an activity is *Foundational Skills: Phonics and Word Recognition* or *Foundational Skills: Fluency*, then reading any of the activity to the student would change what the activity is measuring and therefore should not be read aloud.

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- *Scribe*: The test administrator should consider use of a scribe for the writing diagnostics on an activity-by-activity basis. For example, if the Strand/Topic for an activity is *Language: Conventions of Standard English*, then use of a scribe would not be appropriate in many cases since writing for the student would change what the activity is measuring. However, if an activity is testing multiple Strands/Topics, for example, *Writing: Text Types and Purposes* and *Language: Conventions of Standard English*, use of a scribe may be appropriate. Since rubrics for writing activities include multiple skills, use of a scribe in these instances would allow a student who qualifies for the accommodation to show what they know and can do in areas other than *Conventions* such as *Content*, *Written Expression* and *Grammar*. The scribe should write the student's verbatim response without changing the response in any way. The student should indicate capitalization and punctuation. Please refer to [Appendix C - Protocol for Scribing and Transcribing Student Responses](#) in [Ohio's Accessibility Manual with Appendices](#) for more details.
 - *Mathematical tools*: Calculators are not allowed on Ohio's Diagnostic Assessments. Students with disabilities may use mathematical tools as an accommodation to assist mathematical problem solving. These manipulatives allow the flexibility of grouping, representing or counting without numeric labels. Allowed mathematical tools include 100s chart, base 10 blocks, counters and counting chips, cubes, square tiles, two-colored chips and algebra tiles.

There are no special versions (e.g., large print, Braille, English audio CD or foreign language CDs) of the Ohio Diagnostic Assessments.

Accommodations for English Language Learners

Allowable accommodations for English language learners (ELLs) on any of Ohio's Diagnostic Assessments include use of a word-to-word dictionary and extended time. Additionally, mathematics tests may be orally translated. The department does not reimburse for translators for the diagnostic tests. Test administrators should determine accommodations for ELLs on a student-by-student basis, taking into consideration the student's language acquisition level and familiarity with the accommodation. For example, a word-to-word dictionary may not be appropriate for a student with low English language acquisition or who does not use a dictionary regularly.

For more information on accessibility and accommodations, refer to the [Ohio's Accessibility Manual](#). Go to education.ohio.gov and search keywords: *accessibility manual*.

Test Administration Procedures

Before the Test

Materials Needed for Testing

Please print these materials from the website.

- TAs will need this manual.
- a Student Booklet (one per student)
- a Student Score Sheet (one per student)
- a Storybook
- Item Cards (located in this manual)

Preparing to Give the Test

The following steps are recommended to prepare for the administration:

- Collect the necessary materials listed above
- Review the script to ensure you are familiar with the assessment
- Check which students are to receive accommodations and make sure the students are familiar with the procedure.

During the Test Administration

Administration Types: Group vs. Individual

The Ohio Diagnostic Assessment activities have two different administration types: group and individual, or one-on-one.

Oral Scripts

To ensure standardized administration conditions across the state, this manual contains directions that you will read to students, including oral scripts. All information to be read aloud to students will be printed in **bold** type. Do not deviate from the directions or the scripts. TAs may read the question and related

text up to three times, if needed or requested by the student, unless stated otherwise in the directions for a particular activity.

After the Test

At the conclusion of testing, TAs must use the scoring guidelines presented in the DFAM to score the students' responses. TAs must then mark the appropriate score on the Score Sheet.

Activity 1: Balloon Fun

Questions 1 – 4

Type of Administration: Group

Estimated Time to Administer: 20 – 25 minutes

Materials

- Student Booklet
- Student Score Sheet

Notes

- TAs will read the bold text to introduce students to each of the activities. Students will read the passage on their own, and TAs will read the questions aloud. The TA should reference the item numbers to orient students as the questions are read aloud. You may repeat any information up to three times.
- Students will respond directly in the Student Booklets provided with the test materials.
- If students are eligible for a read-aloud accommodation, please refer to the “Students Who Require Accommodations” section for guidance.
- After testing, TAs will complete the Score Sheets by either marking the letter of the student’s response or entering the appropriate score based on the student’s response.

Getting Started

Ask students to open the Student Booklet to page 1.

Allow students sufficient time to read the story independently. If a student cannot read a word and asks for help, tell that student **“Do the best you can,”** or **“Think about reading strategies.”** You may use phrasing that is more familiar to your students, but you shouldn’t provide any support in figuring out specific words. When students are finished reading, read each question and the answer choices aloud. Read slowly and clearly, but do not emphasize any words or answer choices. Allow students time to respond before moving on to the next question. You may repeat each question up to three times, but do not provide any other support.

Today you will be doing a reading activity in this booklet. At the bottom of some pages you will see the word “STOP.” This means you should wait for directions before you go on. You may look back at your writing to check your work. When you are finished, put your pencil down.

Balloon Fun

Today you are going to read a text called Balloon Fun. Read carefully since you will be answering questions when you are finished.



Today I rode in a big balloon. It is called a hot air balloon. My dad and I woke up early this morning. We went to the park for the balloon ride. Early morning is the best time to go in a hot air balloon. The wind is not so strong in the morning. It is easier to make the balloon go where you want.

Before the ride I was a little scared. We were going to go high in the air. I had never been that high before.

At the park we met the pilot. The pilot is the person who flies the balloon. He was getting the balloon ready for our flight. First, he sent a small balloon up in the air. He watched it to see which way the wind was blowing. That way he could tell which way we would go, too.



Getting a hot air balloon ready to fly takes some time. It took thirty minutes for the pilot to get the balloon ready for our flight. When the balloon was ready, we got in the basket. The basket is what carries all the people who are going on the balloon ride. When we got in the basket, I held my dad's hand. It made me feel safe. Next, the pilot lit the burner. When the fire started, the balloon filled with hot air.



The balloon was so big! The pilot said it was one hundred feet tall. The ride was not scary at all. It was very quiet. Soon, I let go of my dad's hand. It was fun to see all the trees and cars get smaller as the balloon went high into the sky. I'm so glad my dad took me to ride in the big balloon!

You are going to answer some questions about the story that you just read. I will read the question to you. For some questions, you will choose a correct answer and circle it. For others, there will be a line where you will write your answer. When everyone has had a chance to answer a question, I will read you the next question. If you are not ready, you can let me know.

Direct students to use a familiar classroom management strategy/technique, such as raising their hand or giving thumbs up, if they need more time.

Do you have any questions before we begin?

Answer any student questions.

1. Which sentence in the text shows that the girl was not scared at the end?
 - A. “Soon, I let go of my dad’s hand.”
 - B. “Before the ride I was a little scared.”
 - C. “We were going to go high in the air.”

2. What is this text mostly about?
 - A. A girl and her dad take a hot air balloon ride.
 - B. A pilot fills a hot air balloon.
 - C. A dad buys a balloon.

3. According to the text, why is morning the best time to fly a hot air balloon?

Scoring Guidelines

Exemplar Response: Responses include, but are not limited to: <ul style="list-style-type: none">• The wind is not so strong.	
Points	Student Response
1	Student response states that the weather is calmer or the wind is not so strong. NOTE: Other plausible, text-based responses are acceptable.
0	Student response is incorrect or irrelevant.

4. How did the girl's feelings change from the beginning of the text to the end of the text?
- A. In the beginning of the text she was angry. In the end she was scared.
 - B. The girl felt the same way in the beginning, middle, and end of the text.
 - C. In the beginning of the text she was a little scared. In the end she was happy.

Activity 2: Ants Go Marching

Questions 5 – 9

Type of Administration: Group

Estimated Time to Administer: 15 – 20 minutes

Materials

- Student Booklet
- Student Score Sheet

Notes

- TAs will read the bold text to introduce students to each of the activities. Students will read the passage on their own, and TAs will read the questions aloud. The TA should reference the item numbers to orient students as the questions are read aloud. You may repeat any information up to three times.
- Students will respond directly in the Student Booklets provided with the test materials.
- If students are eligible for a read-aloud accommodation, please refer to the “Students Who Require Accommodations” section for guidance.
- After testing, TAs will complete the Score Sheets by either marking the letter of the student’s response or entering the appropriate score based on the student’s response.

Getting Started

Ask students to open the Student Booklet to page 6.

Allow students sufficient time to read the story independently. If a student cannot read a word and asks for help, tell that student **“Do the best you can,”** or **“Think about reading strategies.”** You may use phrasing that is more familiar to your students, but you shouldn’t provide any support in figuring out specific words. When students are finished reading, read each question and the answer choices aloud. Read slowly and clearly, but do not emphasize any words or answer choices. Allow students time to respond before moving on to the next question. You may repeat each question up to three times, but do not provide any other support.

Today you will be doing a reading activity in this booklet. At the bottom of some pages you will see the word “STOP.” This means you should wait for directions before you go on. You may look back at your writing to check your work. When you are finished, put your pencil down.

Ants Go Marching

Today you are going to read a text called **Ants Go Marching**. Read carefully since you will be answering questions when you are finished.

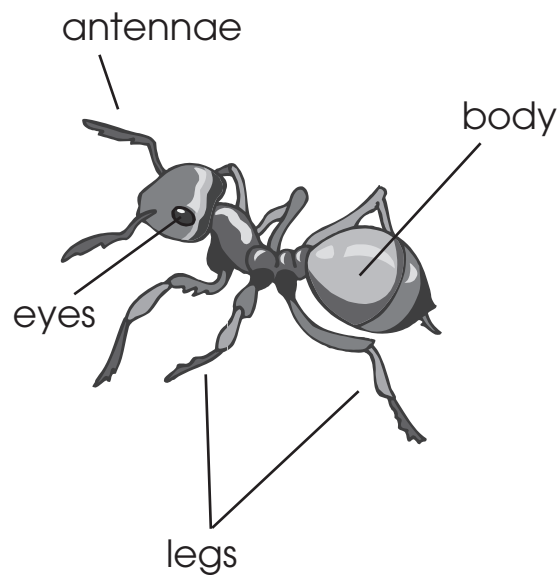
Have you ever been out walking and seen a group of ants? Sometimes there are lots of ants together. Other times there are just a few ants walking by themselves.



Ants are smart and strong. They can solve problems and teach each other. They have strong legs and can carry things that are much bigger than they are. Think about a person strong enough to carry a car!



Ants come in lots of different colors. Most are red or black. They can also be brown, yellow, green, blue, and purple. Some are even shiny.



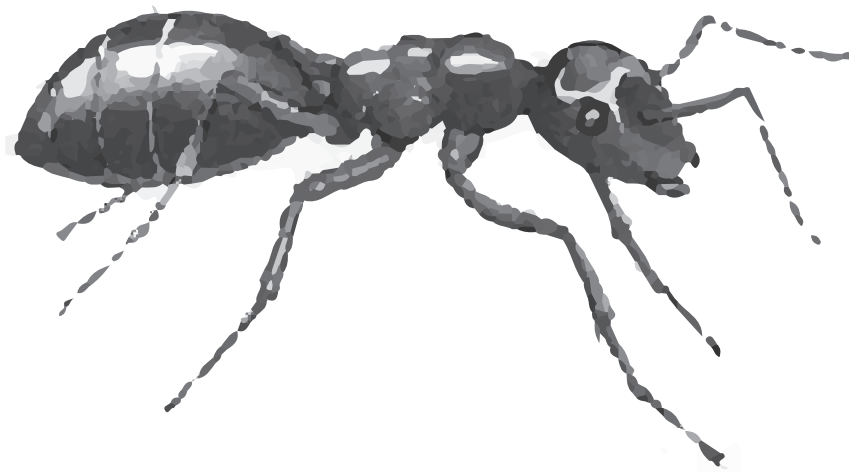
Ants have six legs. They have eyes, but they cannot see very well. They have antennae on top of their heads. They use their antennae to touch and smell. Ants have two stomachs. One carries food for them to eat. The other holds food for other ants. Some ants have wings.



Ants can sleep for seven hours a day. Ants do not spend time playing and talking like people do. They spend their whole day working and eating. Ants usually live for a month, but sometimes they live a little longer. That is a very short life.



Ants don't live in families like we do. They live in big groups called colonies. A colony is like a whole city of ants. Their homes are called ant hills. They are made of dirt and sand. The ants dig tunnels inside the ant hill.



So, the next time you see an ant, stop and watch it for a little bit. What do you think you will see?

You are going to answer some questions about the story that you just read. I will read the question to you. For some questions, you will choose a correct answer and circle it. For others there will be a line where you will write your answer. When everyone has had a chance to answer a question, I will read you the next question. If you are not ready, you can let me know.

Direct students to use a familiar classroom management strategy/technique, such as raising their hand or giving thumbs up, if they need more time.

Do you have any questions before we begin?

Answer any student questions.

5. **What is this text mostly about?**

- A. how well ants can see
- B. how strong ants are
- C. how ants live

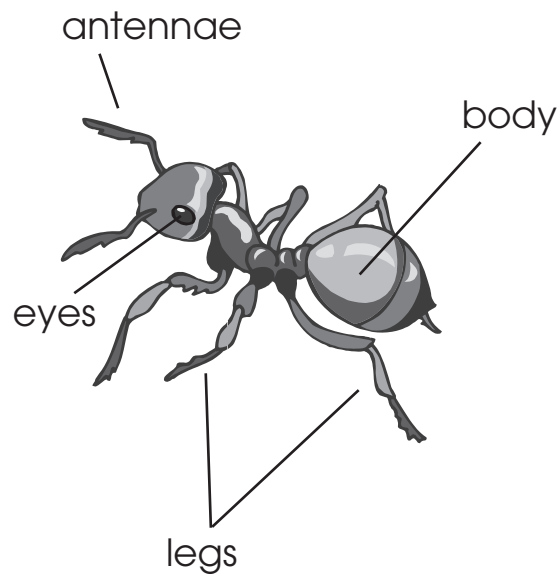
6. **In the text, how does the author describe ants?**

- A. as playful and friendly
- B. as small and helpful
- C. as smart and strong

7. According to the text, what is a large group of ants called?

- A. an anthill
- B. a colony
- C. a family

8. Here is a picture from the text.



What does the picture help you understand?

- A. the inside of an ant's home
- B. the colors of different ants
- C. the parts of an ant's body

-
9. Write how many hours ants can spend sleeping each day.
-

Scoring Guidelines

Points	Student Response
1	Student response correctly states ants can sleep 7 hours a day (e.g., "7", "7 hours").
0	Student response is incorrect or irrelevant.

Activity 3: A Little Rain

Questions 10 – 12

Type of Administration: Group

Estimated Time to Administer: 20 – 25 minutes

Materials

- Student Booklet
- Student Score Sheet

Notes

- TAs will read the bold text to introduce students to each of the activities. Students will read the passage on their own, and TAs will read the questions aloud. The TA should reference the item numbers to orient students as the questions are read aloud. You may repeat any information up to three times.
- Students will respond directly in the Student Booklets provided with the test materials.
- If students are eligible for a read-aloud accommodation, please refer to the “Students Who Require Accommodations” section for guidance.
- After testing, TAs will complete the Score Sheets by either marking the letter of the student’s response or entering the appropriate score based on the student’s response.

Getting Started

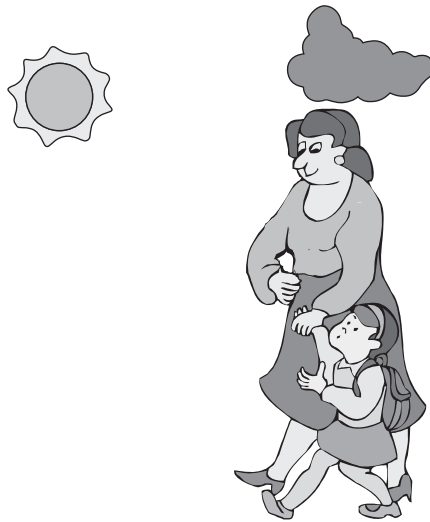
Ask students to open the Student Booklet to page 12.

Allow students sufficient time to read the story independently. If a student cannot read a word and asks for help, tell that student **“Do the best you can,”** or **“Think about reading strategies.”** You may use phrasing that is more familiar to your students, but you shouldn’t provide any support in figuring out specific words. When students are finished reading, read each question and the answer choices aloud. Read slowly and clearly, but do not emphasize any words or answer choices. Allow students time to respond before moving on to the next question. You may repeat each question up to three times, but do not provide any other support.

Today you will be doing a reading activity in this booklet. At the bottom of some pages you will see the word “STOP.” This means you should wait for directions before you go on. You may look back at your writing to check your work. When you are finished, put your pencil down.

A Little Rain

Today you are going to read a text called A Little Rain. It tells about Kim and her Aunt Lucy. Read carefully since you will be answering questions when you are finished.



Kim and Aunt Lucy were walking to school. The sun was shining, but Kim saw a dark cloud up in the sky.

“Look,” Kim said. “That looks like a rain cloud.”

Aunt Lucy did not look up. “It’s just a little cloud, Kim. Don’t worry so much.”



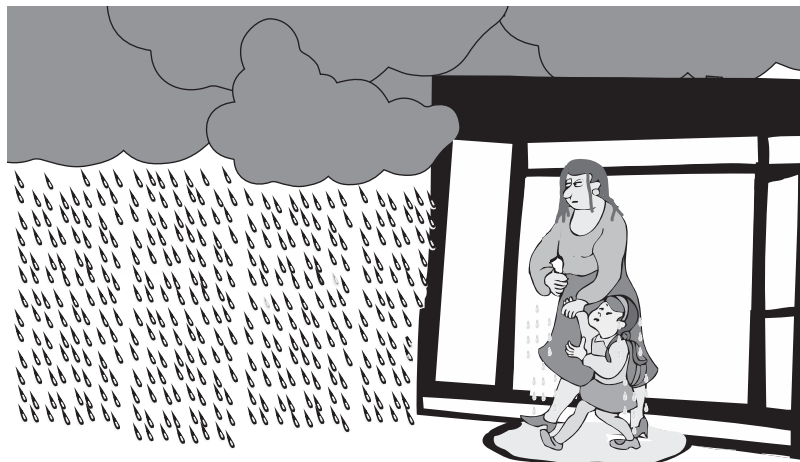
They kept walking. The cloud started blocking the sun; the wind began to blow. "There's going to be a storm, Aunt Lucy!"

Aunt Lucy walked faster. "It's just a little windy, Kim. Don't worry so much."

Plip, plop! Raindrops splashed all around, faster and faster.

"I'm getting soaked!" yelled Kim.

"We're just a little wet!" Aunt Lucy said.



They ran under a roof to watch the rain.

"Oh, no. Now you will be very late for school," Aunt Lucy said sadly.

Kim smiled and pointed at the sky. "Just a little late, Aunt Lucy. Don't worry so much. Look, here comes the sun!"

Aunt Lucy looked at the sky. She smiled, too. "You're right, Kim! Let's get to school!"

You are going to answer some questions about the story that you just read. I will read the question to you. For some questions, you will choose a correct answer and circle it. For others, there will be a line where you will write your answer. When everyone has had a chance to answer a question, I will read you the next question. If you are not ready, you can let me know.

Direct students to use a familiar classroom management strategy/technique, such as raising their hand or giving thumbs up, if they need more time.

Do you have any questions before we begin?

Answer any student questions.

10. Which picture shows the part of the text when Kim first starts to feel worried?

A.



B.



C.



11. Why is Kim worried in the beginning of the text?

Scoring Guidelines

Exemplar Response: Correct responses include but are not limited to: <ul style="list-style-type: none">• She is worried it is going to rain.• She sees a dark cloud / clouds.	
Points	Student Response
1	Student response correctly describes what Kim is worried about in the beginning.
0	Student response does not correctly describe what Kim is worried about in the beginning.

12. Who is walking Kim to school?

Scoring Guidelines

Points	Student Response
1	Student response correctly identifies that Aunt Lucy is walking Kim to school.
0	Student response is incorrect or irrelevant.

Activity 4: Digraphs

Question 13

Type of Administration: Group

Estimated Time to Administer: 5 minutes

Materials

- Student Booklet
- Item Cards (See Notes below)
- Student Score Sheet

Notes

- Use the bold script and item cards to administer the questions. You may repeat any information up to three times.
- Students will respond directly in the Student Booklets provided with the test materials.
- Use your own paper, a copy of the item cards contained on pages 33 – 42 or the Student Score Sheet to record each student’s response for scoring.
- After testing, TAs will complete the Score Sheets by either marking the letter of the student’s response or entering the appropriate score based on the student’s response.

Supplemental Instructions

- This activity is designed for group administration. TAs can make a copy of pages 33 – 42 from the manual for use during the administration. If TAs are comfortable with the script and scoring, they can refer directly to pages 33 – 42 of the manual during the administration of this activity.

Getting Started

Ask students to open the Student Booklet to page 17.

Today you will be doing a reading activity in this booklet. At the bottom of some pages you will see the word “STOP.” This means you should wait for directions before you go on. You may look back at your writing to check your work. When you are finished, put your pencil down.

Today you are going to complete an activity that will show me what you know about how to write different sounds. You will circle the letters that make certain sounds that you hear in the words. Let's begin.

Hold up each item card as you read the directions to the students.

The first word is "chair." Look at the picture of the chair in your booklet.

Point to the picture of the chair on the first item card.

Look at the pairs of letters below the picture. Circle the letters that make the beginning sound in the word "chair."

Allow students time to respond.

The next word is "wheel." Circle the letters that make the beginning sound in the word "wheel."

Allow students time to respond.

Put your finger on the next picture.

Point to the picture on the next item card.

The next word is "thumb." Circle the letters that make the beginning sound in the word "thumb."

Allow students time to respond.

Now we are going to look at two more words. This time, instead of circling the letters that make the sounds in the beginning of the word, you are going to circle the letters that make the ending sound in each word. Let's begin.

The next word is "rock." Circle the letters that make the ending sound in "rock."

Allow students time to respond.

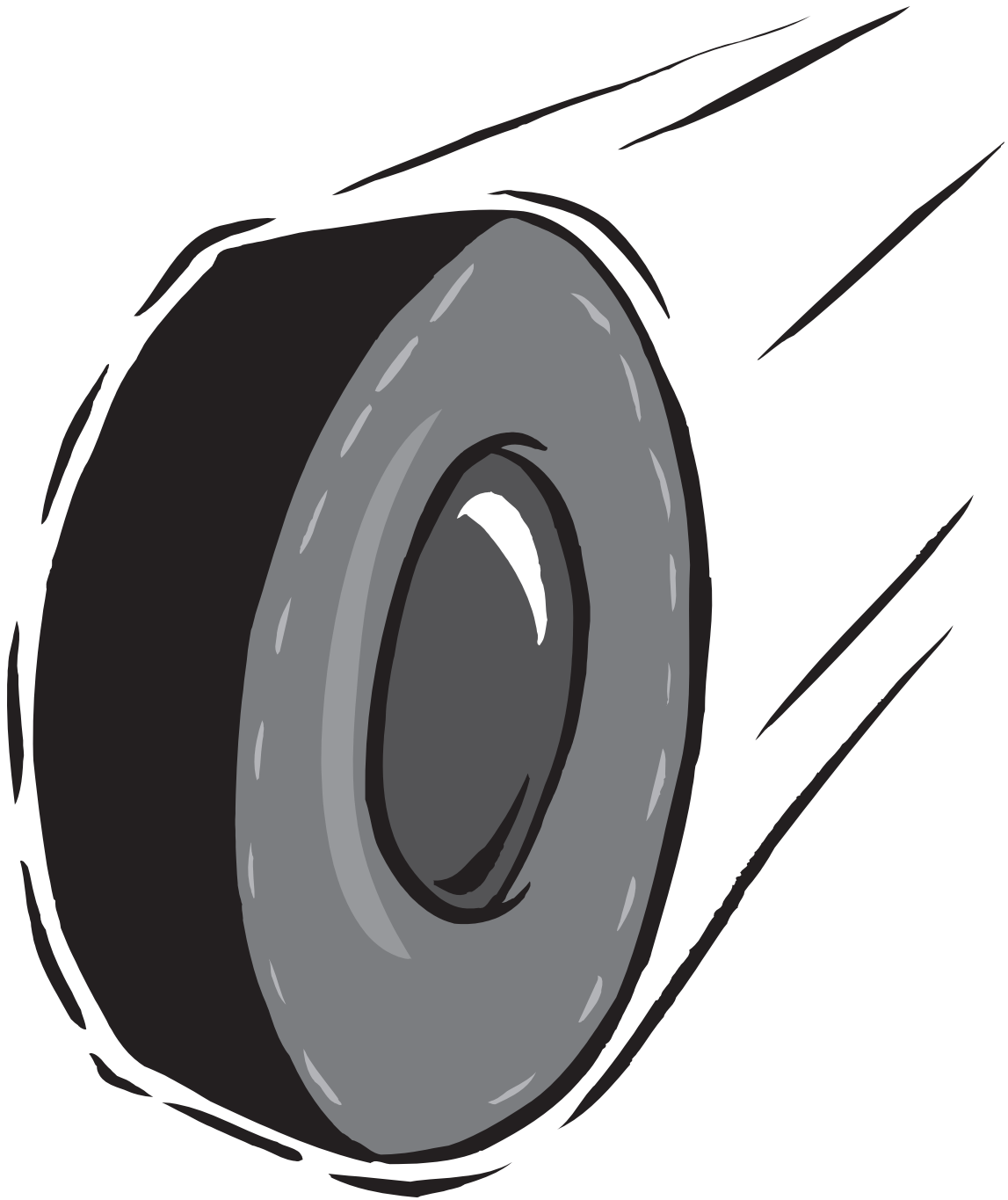
The last word is "fish." Circle the letters that make the ending sound in the word "fish."

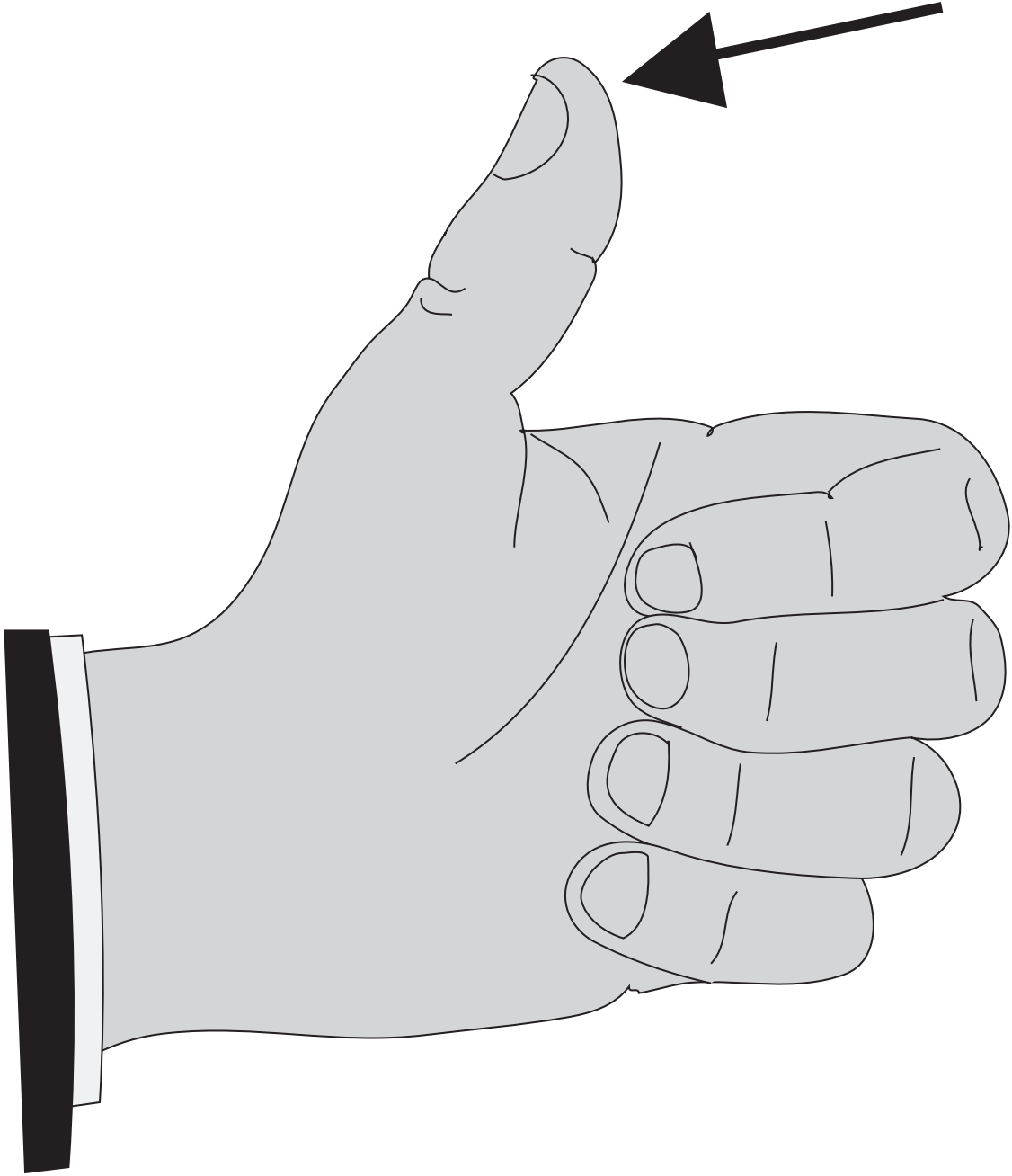
Allow students time to respond.

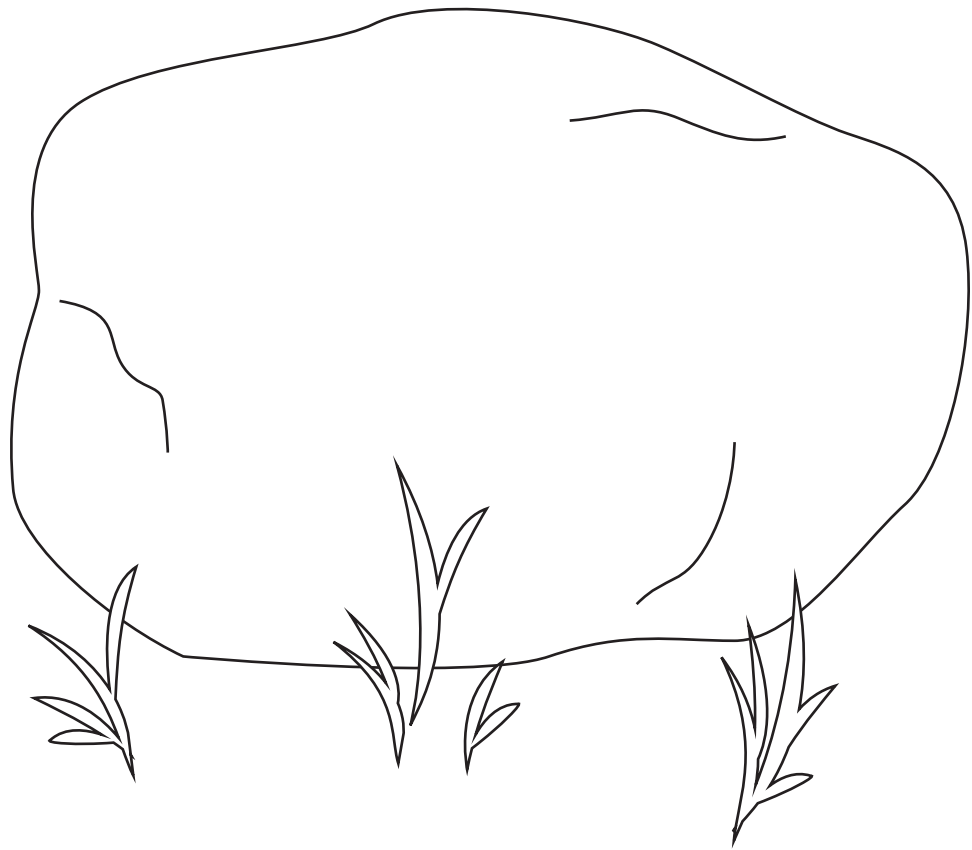
Scoring Guidelines

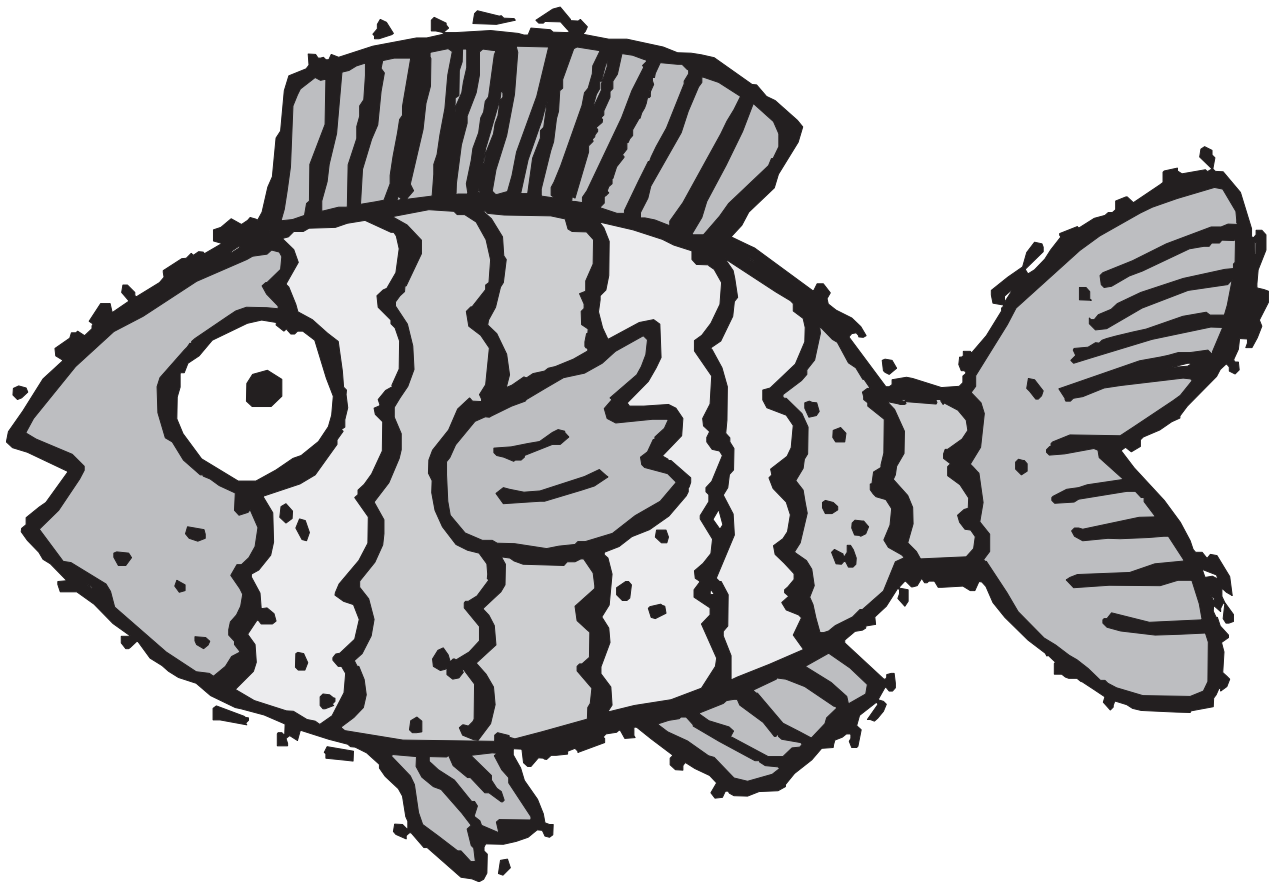
Points	Student Response
2	Student response identifies all 5 digraphs correctly.
1	Student response identifies between 2 and 4 digraphs correctly.
0	Student response identifies fewer than two correct digraphs.











Activity 5: Vowels

Question 14

Type of Administration: Individual

Estimated Time to Administer: 5 minutes per student

Materials

- Student Booklet
- Student Score Sheet

Notes

- Use the bold script to administer the questions. You may repeat any information up to three times.
- Students will respond directly in the Student Booklets provided with the test materials.
- After testing, TAs will complete the Score Sheets by either marking the letter of the student's response or entering the appropriate score based on the student's response.

Supplemental Instructions

- TAs should review the scoring rubric prior to administering this activity. Students will read page 19 from the Student Booklet. TAs may record notes on the blank areas of the Score Sheet, if needed, to aid in scoring.

Getting Started

Ask students to open the Student Booklet to page 19.

Today you will be doing a reading activity in this booklet. At the bottom of some pages you will see the word "STOP." This means you should wait for directions before you go on. You may look back at your writing to check your work. When you are finished, put your pencil down.

Today we are going to complete a short activity about vowels. You will look at a set of words as I say a vowel sound. When you hear the vowel sound, you will circle the word that shows that vowel sound. Let's look at the first set of words on page 19 in your Student Booklet. Put your finger on the first set of words to show me that you know where to begin.

Quickly check that all students are beginning with the first set of words.

DO NOT read the words aloud to students.

Let's begin. Look at the first set of words. Circle the word that has the sound (make the long A sound) in it.

game hat farm

Now let's look at the next set of words. In this set of words, circle the word that has the sound (make the long E sound) in it.

little then street

Let's move on to the third set of words. In this set of words, circle the word that has the sound (make the long O sound) in it.

stop boat form

In the next set of words, circle the word that has the sound (make the long I sound) in it.

stick shirt light

Now let's look at the last set of words. Circle the word that has the sound (make the long U sound) in it.

found cute shut



Scoring Guidelines

Points	Student Response
2	Student response includes all 5 long vowel sounds identified correctly.
1	Student response includes 1 to 4 long vowel sounds identified correctly.
0	Student response does not contain any correctly identified long vowel sounds.

Activity 6: Reading One-Syllable Words

Question 15

Type of Administration: Individual

Estimated Time to Administer: 5 minutes per student

Materials

- Item Card (see Notes below)
- Student Score Sheet

Notes

- Use the bold script and item card to administer the questions. You may repeat any information up to three times.
- Use your own paper, a copy of the item card contained on page 49 or the Student Score Sheet to record each student's response for scoring.
- After testing, TAs will complete the Score Sheets by either marking the letter of the student's response or entering the appropriate score based on the student's response.

Supplemental Instructions

- TAs can make a copy of page 49 from the manual for use during the administration. If TAs are comfortable with the script and scoring, they can refer directly to page 49 of the manual during the administration of this activity.

I am going to show you some words. You will read the words to me. Some of the words are real and some of the words are made up. Try to read each word, but if you see one you cannot read, you may skip it and go on to the next one. When I show you the words, read all the way across the first row, then all the way across the second row. What questions do you have before we begin?

Answer any student questions, then show the student the word list.
Only display one row at a time. If the student does not answer within three seconds, say **“Go on to the next word.”**

Scoring Guidelines

Points	Student Response
1	The student correctly reads five or six of the words.
0	The student correctly reads four or fewer of the words.

leg

can

dot

fam

vip

huk

Activity 7: Two-Syllable Words

Question 16

Type of Administration: Individual

Estimated Time to Administer: 5 minutes per student

Materials

- Item Card (see Notes below)
- Student Score Sheet

Notes

- Use the bold script and item card to administer the questions. You may repeat any information up to three times.
- Use your own paper, a copy of the item card contained on page 53 or the Student Score Sheet to record each student's response for scoring.
- After testing, TAs will complete the Score Sheets by either marking the letter of the student's response or entering the appropriate score based on the student's response.

Supplemental Instructions

- TAs can make a copy of page 53 from the manual for use during the administration. If TAs are comfortable with the script and scoring, they can refer directly to page 53 of the manual during the administration of this activity.

I am going to show you some words. You will read the words to me. Some of the words are real and some of the words are made up. Try to read each word, but if you see one you cannot read, you may skip it and go on to the next one. When I show you the words, read all the way across the first row, then all the way across the second row. What questions do you have before we begin?

Answer any student questions, then show the student the word list.
Only display one row at a time. If the student does not answer within three seconds, say **“Go on to the next word.”**

Scoring Guidelines

Points	Student Response
1	The student correctly reads four or more of the words. NOTE: “drimble” shares the same ending sound as “little.”
0	The student correctly reads three or fewer of the words.

dinner jacket chicken

thamlet sigmar drimmle

Activity 8: High Frequency Words

Question 17

Type of Administration: Individual

Estimated Time to Administer: 5 minutes per student

Materials

- Item Card (See Notes below)
- Student Score Sheet

Notes

- Use the bold script and item card to administer the questions. You may repeat any information up to three times.
- Use your own paper, a copy of the item card contained on page 57 or the Student Score Sheet to record each student's response for scoring.
- After testing, TAs will complete the Score Sheets by either marking the letter of the student's response or entering the appropriate score based on the student's response.

Supplemental Instructions

- For this activity, TAs can make a copy of page 57 from the manual for use during the administration. If TAs are comfortable with the script and scoring, they can refer directly to page 57 of the manual while administering this activity.

Now we are going to complete a short reading activity. I am going to show you a list of words and you will read them. It's OK if you don't know a word. If we come to a word you do not know, I will ask you to move on to the next word. Let's begin.

Show student the list of words. Cover all but the first word with a blank paper. After the student reads or attempts each word, move the paper down to expose the next word. If a student does not read or attempt the word after two seconds, prompt the student to move on to the next word.

You can use supporting statements like **“What does this word say?”** Then, record the response. Do not continue to prompt the student at every word; just move the blank paper down to expose each word.

Scoring Guidelines

Points	Student Response
2	Student response includes 9–10 words read correctly.
1	Student response includes 3–8 words read correctly.
0	Student response includes 2 or fewer words read correctly.

**when
how
many
again
could
round
from
walk
them
went**

Activity 9: All About Kites

Questions 18 – 22

Type of Administration: Individual

Estimated Time to Administer: 10 – 15 minutes per student

Materials

- Student Booklet
- Storybook
- Student Score Sheet

Notes

- Use the bold script and storybook to administer the questions. You may repeat any information up to three times.
- Students will read from the Storybook provided with the test materials. The Student Booklet includes pages for the TA to record details on student performance and conduct error analyses during student reading.
- Prior to administering the activity, TAs should familiarize themselves with the scoring rubrics.
- After testing, TAs will complete the Score Sheets by either marking the letter of the student's response or entering the appropriate score based on the student's response.

Getting Started

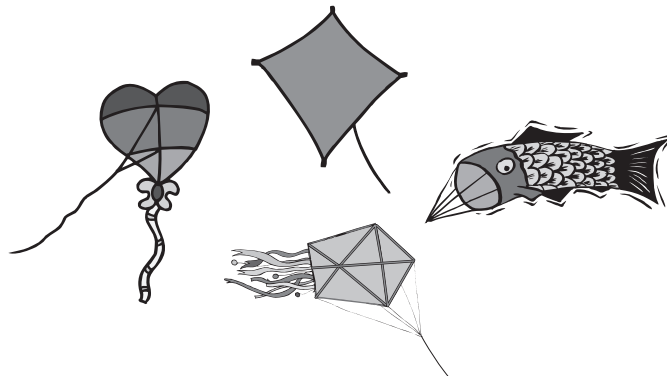
Listen to the student read the text. While the student reads, conduct error analysis on the form provided in the Student Booklet. Use the fluency and accuracy rubrics to score student reading, and record some of the student's responses to comprehension questions in the spaces provided in the Student Booklet.

All About Kites

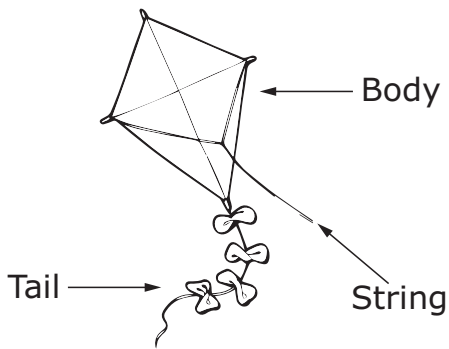
Today you are going to read a book called *All About Kites*. Read carefully since you will be answering questions when you are finished.



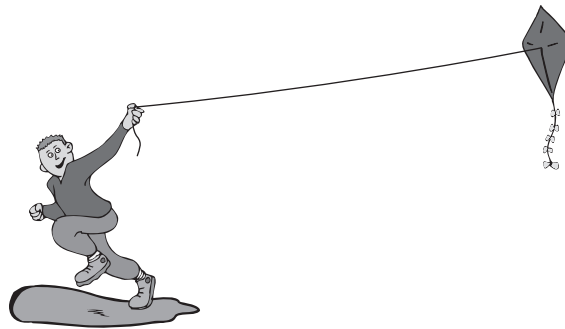
Have you ever seen a kite in the sky? Kites can be pretty and they are fun to fly.



Kites were invented a very long time ago. They were first made in China. Kites can be made of paper, cloth or plastic. They can come in many shapes and colors.



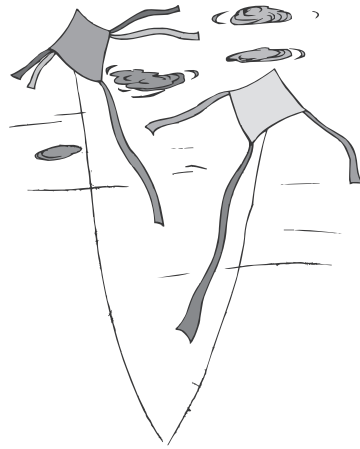
Most kites have a body and a tail. Kite bodies can be square or round, big or small. The tail is the long, thin cloth that hangs from the bottom of the kite. It helps the kite fly.



To fly a kite, you tie a string to it. You need some wind to help keep the kite up in the air. Running helps it go higher. You can make kites do tricks, like a spin or a dive.



It is good to fly a kite where there are not many trees or houses. The playground can be a good place for kites.



Maybe you can fly a kite sometime.

18. **What is this text mostly about?**

Scoring Guidelines

Points	Student Response
1	The student correctly identifies the topic of the text (e.g., "kites").
0	The student does not correctly identify the topic of the text.

19. **This text had many pictures.**

What is one thing you can learn about kites from looking at the pictures?

Give the student time to respond.

What is one thing you can learn about kites from the text?

Give the student time to respond.

Scoring Guidelines

Exemplar Response:

For Part 1 (from pictures), correct responses include but are not limited to:

- The size or shape of kites
- The parts of a kite

For Part 2 (from text), correct responses include but are not limited to:

- Kites are fun to fly.
- Kites were invented a long time ago.
- Kites were first made in China.
- Kites can be made of paper/cloth/plastic.
- Kites come in many shapes.
- Kites have tails that can be long, thin and hang from the bottom of the kite.
- Running helps it go higher.

NOTE: Other plausible, text-based responses are acceptable.

Points	Student Response
2	The student describes one detail from the pictures AND one detail from the text.
1	The student describes one detail from the pictures OR one detail from the text.
0	The response is incorrect or irrelevant.

20. **The author writes about kites. What are all the details about kites that you remember?**

If necessary, you may prompt the student by saying **“What else do you remember from the text?”** or **“What else was the author trying to teach us?”**

Scoring Guidelines

Exemplar Response:

- Kites are pretty.
- Kites are fun to fly.
- Kites were invented a long time ago.
- They were first made in China.
- Kites can be made of (student names one or more of the following) paper/cloth/plastic.
- They come in many shapes and/or colors.
- Most kites have a body and a tail.
- Kite bodies can be (student names one or more of the following) many shapes/square/round.
- Kite bodies can be (student names one or more of the following) many shapes/big/small
- The tail is the long, thin cloth that hangs from the bottom of the kite. It helps the kite fly.
- To fly a kite, you tie a string to it.
- You need some wind to help keep the kite up in the air.
- Running helps it go higher.
- You can make kites do tricks like a spin or a dive.
- The playground can be a good place to fly a kite.

Points	Student Response
2	Response includes 8 or more details from the list.
1	Response includes 1-7 details from the list.
0	Response does not contain any details from the list or is off-topic.

21. Read with sufficient accuracy and fluency to support comprehension.

Scoring Guidelines

Points	Student Response
2	Student reads the text with 96% accuracy or higher, making 0-6 errors.
1	Student reads the text with 90%-95% accuracy, making 7-16 errors.
0	Student reads the text with 89% accuracy or less, making 17 or more errors.

22. Read with sufficient accuracy and fluency to support comprehension.

Scoring Guidelines

Points	Student Response
2	When reading, the student: <ul style="list-style-type: none">• Reads fluently in meaningful phrases and clauses• Applies almost all punctuation and other syntactical clues• Reads the majority of the selection with expressive interpretation
1	When reading, the student: <ul style="list-style-type: none">• Reads mostly in two- or three-word phrases, sometimes struggles to decode unknown or challenging words and may read some of the text word by word• Applies some punctuation and other syntactical clues• Uses some expressiveness and some changes in tone and emphasis
0	When reading, the student: <ul style="list-style-type: none">• Struggles to decode many or most words in a sentence, may omit or fail to read many words• Does not apply punctuation or syntactical clues• Does not read expressively

