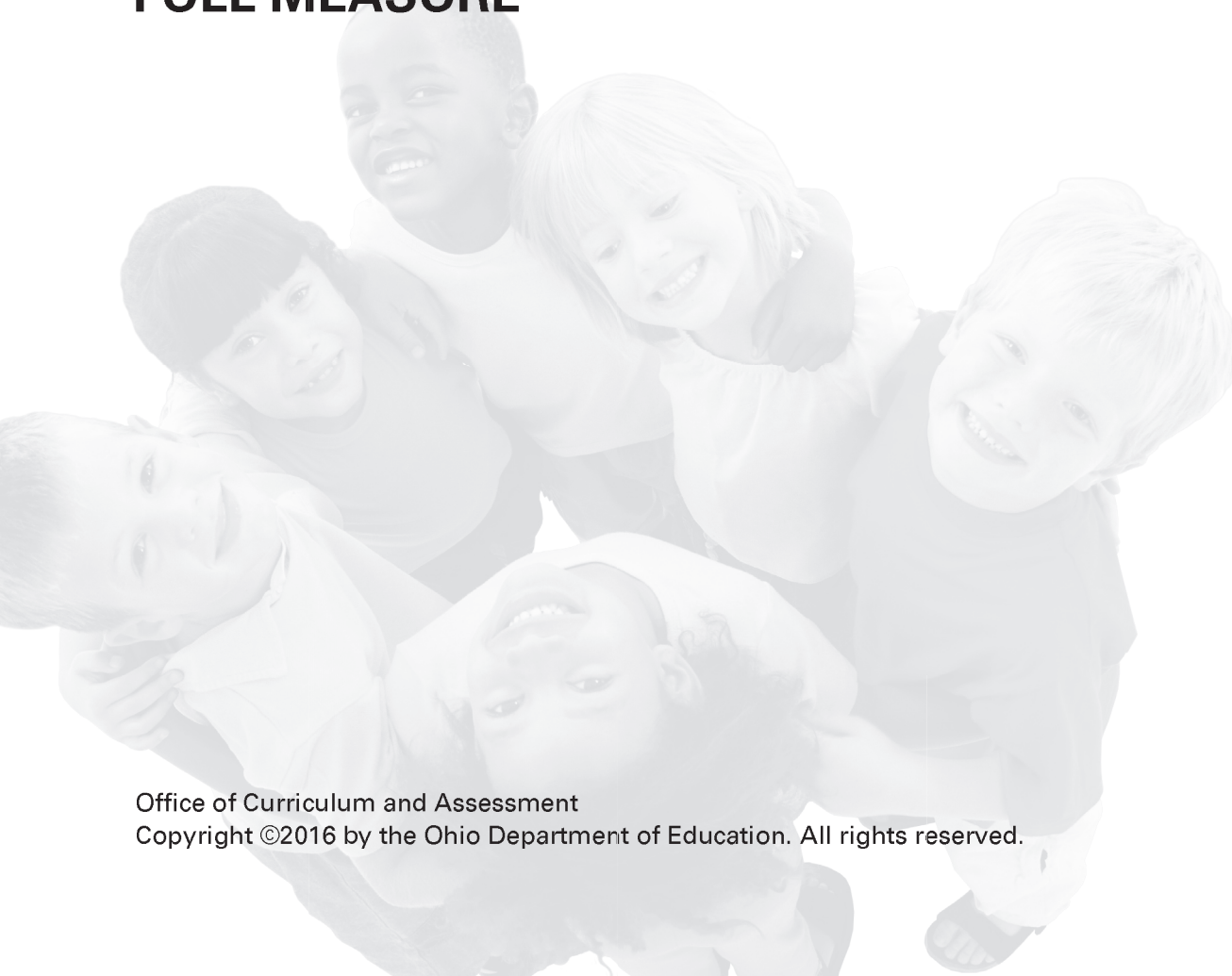


Ohio's Diagnostic Assessments

GRADE 1 WRITING

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 8) Questions 1 – 7	Sentence Writing (Bob)	Language: Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A) Capitalize dates and names of people.
			Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B) Use end punctuation for sentences.
			Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C) Use commas in dates and to separate single words in a series.
			Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

	Activity	Strand/Topic(s)	Standard Statement(s)
Session 1			
Activity 1 (page 8) Questions 1 – 7	Sentence Writing (Bob)	Language: Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. E) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Session 2			
Activity 2 (page 15) Questions 8 – 11	Informational Writing (Our School)	Writing: Text Types and Purposes	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
		Language: Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A) Print all upper- and lowercase letters. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. J) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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)

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: Sentence Writing (Bob)

Questions 1 – 7

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 guide students through the administration of the items. You may repeat any information up to three times.
- Students will respond in their Student Booklets.
- After administering the assessment, collect the Student Booklets. Use the Scoring Guidelines to score each student’s response and complete the Student Score Sheet.

Getting Started

Ask students to open the Student Booklet to page 1.

Today you will be doing a writing 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 do a writing activity. In this activity, you will show what you know about words and sounds, capital letters, and punctuation.

Hold up the Student Booklet. Point to the first writing line as you give instructions.

At the top of this page, you will see lines for your name and the date. You will write your name on the line labeled “Name.” Then you will write the date on the line labeled “Date.” Be sure to write the name of the month and numbers to show the day and the year.

Walk around to monitor students as they write their names and today’s date. If a student has written the month in number form, remind him or her to write it in word form instead. Provide a reminder only once.

To begin the activity, you will use the lines below your name and date.

Point to the first line.

This is the first line that you will write on. Put your finger on the line to show me that you know where you will start writing.

Quickly check that students have found the first writing line.

Let’s begin. You will listen to me as I say each sentence. Then you will repeat the sentence back with me. As I say the sentence the second time, you will begin writing the sentence on the line. As you write, I will repeat each word in the sentence slowly, so that everyone has time to listen to the sounds and write them on their paper. It is okay if you are not sure how to spell the word. Just listen carefully to the sounds you hear in each word and write them on your paper the best that you can.

Listen to the first sentence. Remember to use capital letters, commas, and end punctuation such as periods, question marks, and exclamation marks when you write.

The man who had a silver ring with a shiny red stone was named Bob.

Repeat the sentence back to me.

Say the sentence with the class as they repeat it back.

Now begin writing the sentence on your paper as I repeat it back to you slowly. If at any time you need me to slow down or repeat a word, let me know and I will say it again.

Direct students to signal using a familiar classroom procedure, such as raising their hands or thumbs up, if they need you to repeat a word. Be sure to say each word in the sentence clearly and slowly, so that students have time to write. You may repeat each word up to three times. Monitor student writing to adjust pace as needed. Do not go on until all students have had enough time to attempt the sentence.

Now you will go on to sentence number two. Move to the next line on your paper. Listen carefully as I read sentence number two.

Will you go to the grocery store to get fruit, cake, and ice cream?

Repeat the sentence back to me.

Say the sentence with the class as they repeat it back.

Now begin writing the sentence on your paper as I repeat it back to you slowly. Remember, if at any time you need me to slow down or repeat a word, let me know and I will say it again.

Continue to monitor student writing to be sure all students have had enough time to attempt the sentence.

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1. Use correct capitalization.

Scoring Guidelines

Points	Student Response
2	Student response shows correct capitalization of the date at the top of the assessment, student's name, AND the name "Bob" in the first sentence.
1	Student response shows correct capitalization in 1 or 2 of the 3 correct locations listed above.
0	Student response does not show any correct capitalization.

2. Use end punctuation for sentences.

Scoring Guidelines

Points	Student Response
1	Student response includes a period at the end of the first sentence AND a question mark at the end of the second sentence.
0	Student response does not include a period at the end of the first sentence AND a question mark at the end of the second sentence.

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3. Use commas in dates and to separate single words in a series.

Scoring Guidelines

Points	Student Response
1	Student response includes commas to separate the day and year in the date AND in the series of foods in the second sentence.
0	Student response does not have commas in all of the correct locations.

4. In sentence 1, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Scoring Guidelines

Points	Student Response
1	Student response includes the correct spelling for all of the following words: the, man, had, with, was, Bob.
0	Student response includes incorrect spelling of one or more of the words listed above.

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5. In sentence 2, use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Scoring Guidelines

Points	Student Response
1	Student response includes the correct spelling for all of the following words: will, you, to, get.
0	Student response includes incorrect spelling for one or more of the words listed above.

6. In sentence 1, spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Scoring Guidelines

Points	Student Response
1	Student response must have the following words spelled phonetically: silver, shiny, stone. Correct spelling does not need to be used, but all sounds should be represented with appropriate letters or letter combinations. For example, "shiny" may be spelled "shine" or "shiney."
0	Student response includes one or more of the words listed above spelled such that not all sounds are represented with appropriate letters or letter combinations. For example, "shiny" will not receive credit if spelled "shany" or "chiny."

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7. In sentence 2, spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Scoring Guidelines

Points	Student Response
1	<p>Student response must have the following words spelled phonetically: grocery, store, fruit.</p> <p>Correct spelling does not need to be used, but all sounds should be represented with appropriate letters or letter combinations.</p> <p>For example, "grocery" may be spelled "groshery", "grocere", or "groshere."</p>
0	<p>Student response includes one or more of the words listed above spelled such that not all sounds are represented with appropriate letters or letter combinations.</p> <p>For example, "grocery" will not receive credit if spelled "gracery" or "grosher."</p>

Activity 2: Informational Writing (Our School)

Questions 8 – 11

Type of Administration: Group

Estimated Time to Administer: 45 minutes

Materials

- Student Booklet
- Student Score Sheet

Notes

- TAs will read the bold text to guide students through the administration of the items. You may repeat any information up to three times.
- Students will respond in their Student Booklets.
- After administering the assessment, collect the Student Booklets. Use the Scoring Guidelines to score each student’s response and complete the Student Score Sheet.

Getting Started

Ask students to open the Student Booklet to page 2.

Today you will be doing a writing 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.

Sometimes people write to teach people information. They talk about a topic, then tell their reader the facts they know about that topic.

Today you are going to write about our school. You should use lots of facts so that someone who has not been to our school can learn about our school. You will write in complete sentences. You should include information that answers questions like, Where are some places in our school? Who are some people at our school? What are some of the things you do at school? You can include any other facts about our school. Do you have any questions?

There is an optional Planning Page on page 2 at the beginning of this activity in the Student Booklet. Students may choose to use this to organize their thoughts. You may direct them to use the Planning Page according to your classroom procedures. When you are finished with the Planning Page or if you are not using it, direct students' attention to the next two pages in their booklets.

Now you will write about what you know about our school on the next two pages. Point to the first line on page 3.

Point to both pages in the Student Booklet and quickly check that students have found the right place to begin. Be sure to show students that they need to turn the page if they need more space to write.

Remember to use complete sentences to tell facts about our school. When you are finished writing, please read over your story and correct any mistakes you find. Then close your booklet.

Explain to students what you would like them to do after they finish. Students might sit quietly or read at their seats. Use whatever procedure is familiar to your students from other classroom activities.

Are there any more questions?

Answer any student questions.

You may begin.

Monitor the students as they work. Make sure that they all understand the task.

Prompt students who are having problems with questions such as **“What do you know about our school?”** **“What else can you think of?”** **“What can you tell more about?”**

After 20-30 minutes, stop the students and collect their materials.

G1 Full Measure	4 points	3 points	2 points	1 points	0 points
<p>8. Content (Writing)</p>	<p>Student response includes several well thought out and clearly articulated facts and/or details that strongly support development of the topic. Facts and/or details provide clear elaboration.</p>	<p>Student response includes sufficient facts and/or details to fully develop and support the prompt; the development is largely appropriate to the task and purpose.</p>	<p>Student response provides sparse facts and/or details that are somewhat appropriate to the task and purpose. Some topic development is evident, but response is not sufficiently detailed.</p>	<p>Student response demonstrates minimal attempt to include facts and/or details. Elaboration is unrelated to the topic being developed.</p>	<p>Student response is illegible or completely off topic; Minimal or no attempt was made to respond to the prompt.</p>
<p>9. Written Expression (Writing)</p>	<p>Student response demonstrates clear and consistent organization with a well-developed introduction (beginning), sequence of events (middle), and closure (end).</p>	<p>Student response demonstrates mostly clear and consistent organization with a distinct introduction (beginning), sequence of events (middle), and closure (end). Minor lapses may be evident but do not impede reader comprehension of the writing.</p>	<p>Student response demonstrates partially clear and consistent organizations with some lapses. There is some evidence of an introduction (beginning), sequence of events (middle), and closure (end). One or more parts may be missing or incomplete.</p>	<p>Student response demonstrates an attempt at organization with significant lack of a clear sequence of events. Introduction (beginning), sequence of events (middle), and closure (end) may be difficult to identify.</p>	<p>Student response is illegible or completely off topic; Minimal or no attempt was made to respond to the prompt.</p>
<p>10. Conventions (Language)</p>	<p>Capital and lowercase letters are printed clearly and correctly with no mistakes. Capitalization and punctuation rules are applied consistently. All grade appropriate words and some above grade level words are spelled correctly. When phonetically spelling is used it shows knowledge of advanced spelling patterns.</p>	<p>Capital and lowercase letters are printed clearly with only minor mistakes. Most sentences are capitalized and use end punctuation and commas correctly. Words appropriate for first grade are spelled correctly, and unfamiliar words are spelled phonetically.</p>	<p>Some capital and lowercase letters are printed clearly and writing is mostly legible. Some sentences are capitalized and some punctuation is used. Some words appropriate for first grade are spelled correctly, but some unfamiliar words may be difficult to interpret.</p>	<p>Writing may be difficult to read, but some words can be recognized. Capital letters and punctuation are used inconsistently, if at all. A few high frequency words are spelled correctly. Frequent errors make reading the response difficult but not impossible.</p>	<p>Student response is illegible; Response may include random strings of letters; Spelling errors are prevalent. Misspelled words show little to no command of phonics, so that most words cannot be recognized.</p>
<p>11. Grammar (Language)</p>	<p>Student response displays correct grammar. Response demonstrates mastery of subject/verb agreement, use of pronouns, and verb tense. Student effectively uses a combination of simple and compound sentences as well as more complex sentence structures.</p>	<p>Student response displays correct grammar most of the time. Response demonstrates proficiency with subject/verb agreement, use of pronouns, and verb tense. Minor grammatical mistakes may be present. Student uses a variety of simple and compound sentences.</p>	<p>Student response displays correct grammar some of the time. Response demonstrates basic understanding of subject/verb agreement, use of pronouns, and verb tense. Some grammatical mistakes may be present. Student uses primarily simple sentences. Some attempt at more complex sentences may be evident.</p>	<p>Student response includes significant grammatical errors that detract from the comprehensibility of the writing. Response demonstrates minimal understanding of subject/verb agreement, use of pronouns, and verb tense. Significant grammatical mistakes are present. Student uses simple and/or incomplete sentences.</p>	<p>Student response is illegible; May consist of random words and/or letters.</p>

