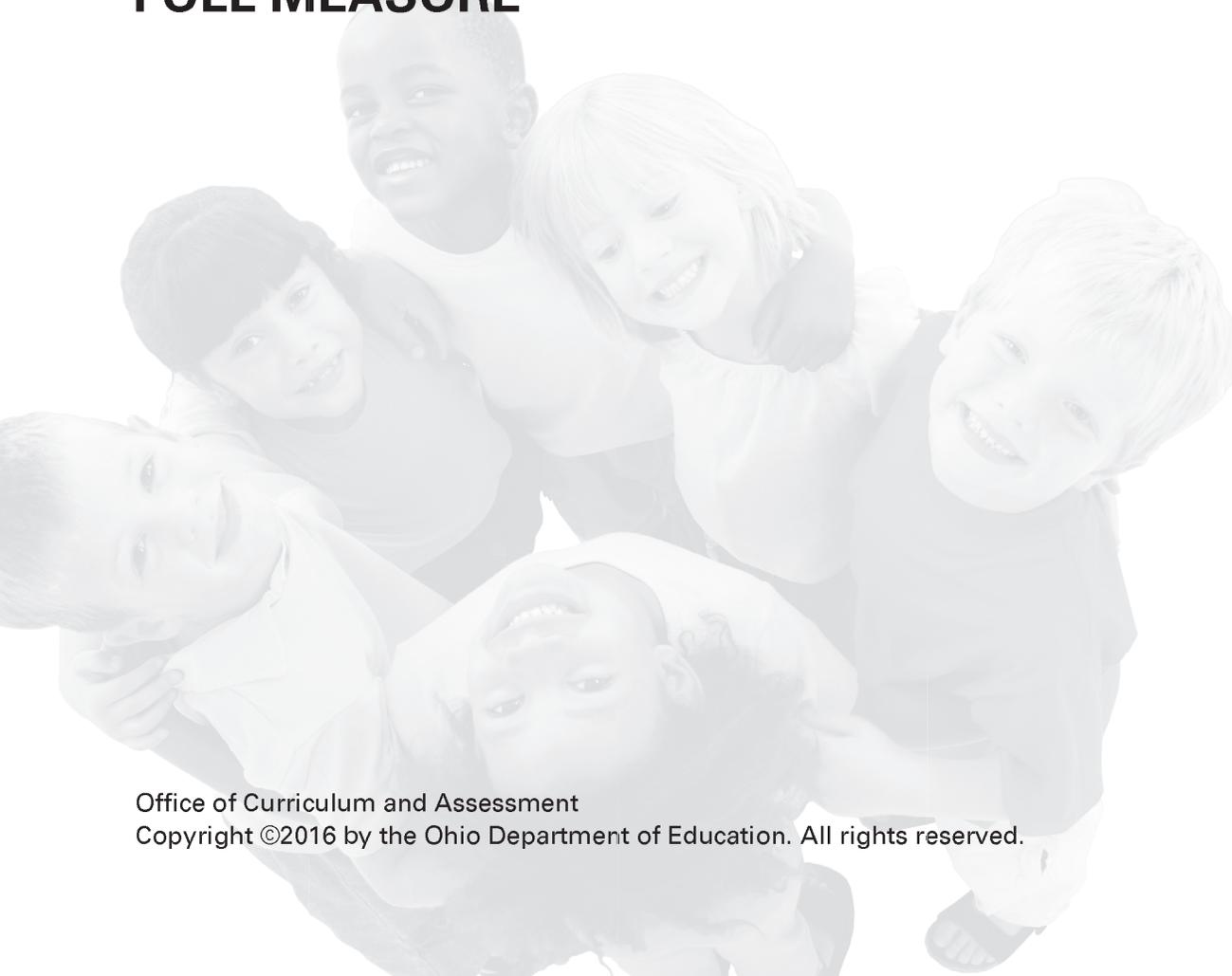


Ohio's Diagnostic Assessments

GRADE 2 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 10) Questions 1 – 6	All About Trees	Informational: Key Ideas and Details	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
			Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
		Informational: Craft and Structure	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
			Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
		Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	

	Activity	Strand/Topic(s)	Standard Statement(s)
Session 2			
Activity 2 (page 17) Questions 7 – 12	My First Flight	Literature: Key Ideas and Details	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
			Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
			Describe how characters in a story respond to major events and challenges.
		Literature: Craft and Structure	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
			Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Session 3			
Activity 3 (page 24) Questions 13 – 15	A Frog’s Life	Informational: Key Ideas and Details	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
			Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
			Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

	Activity	Strand/Topic(s)	Standard Statement(s)
Session 4			
Activity 4 (page 27) Questions 16 – 19	The Ant and the Grasshopper	Literature: Key Ideas and Details	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
			Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
			Describe how characters in a story respond to major events and challenges.
		Literature: Craft and Structure	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Session 5			
Activity 5 (page 32) Questions 20 – 22	Skating Safety	Informational: Key Ideas and Details	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
			Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
			Describe how reasons support specific points the author makes in a text.
Session 6			
Activity 6 (page 39) Question 23	Long and Short Vowels	Foundational Skills: Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. A) Distinguish long and short vowels when reading regularly spelled one-syllable words.
Session 7			
Activities 7 – 8 (page 43) Questions 24 – 25	Two-Syllable Words	Foundational Skills: Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. C) Decode regularly spelled two-syllable words with long vowels.

	Activity	Strand/Topic(s)	Standard Statement(s)
Session 8			
Activities 9 – 10 (page 51) Questions 26 – 27	Decoding Prefixes and Suffixes	Foundational Skills: Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. D) Decode words with common prefixes and suffixes.
Session 9			
Activity 11 (page 59) Question 28	Sight Words	Foundational Skills: Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. F) Recognize and read grade-appropriate irregularly spelled words.
Session 10			
Activity 12 (page 63) Questions 29 – 34	The Greedy Dog and the Stream	Foundational Skills: Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. A) Distinguish long and short vowels when reading regularly spelled one-syllable words.
			Know and apply grade-level phonics and word analysis skills in decoding words. C) Decode regularly spelled two-syllable words with long vowels.
			Know and apply grade-level phonics and word analysis skills in decoding words. D) Decode words with common prefixes and suffixes.
		Foundational Skills: Fluency	Read with sufficient accuracy and fluency to support comprehension. B) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Literature: Key Ideas and Details	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		

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)
- 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: All About Trees

Questions 1 – 6

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 passages 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

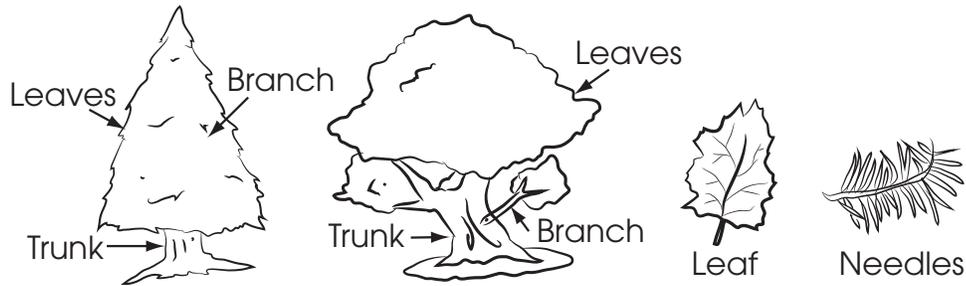
Ask students to open the Student Booklet to page 1.

Students should read the text and answer questions 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. After approximately 25 minutes, collect student materials.

Today you will be doing a reading activity. At the bottom of each page, you will see the words “Go to the next page” if you are supposed to keep going or “STOP” if you are finished with the activity. When you see the word “STOP” at the bottom of the page, you are finished with the activity. You may look back at your answers to check your work. When you are finished, put your pencil down.

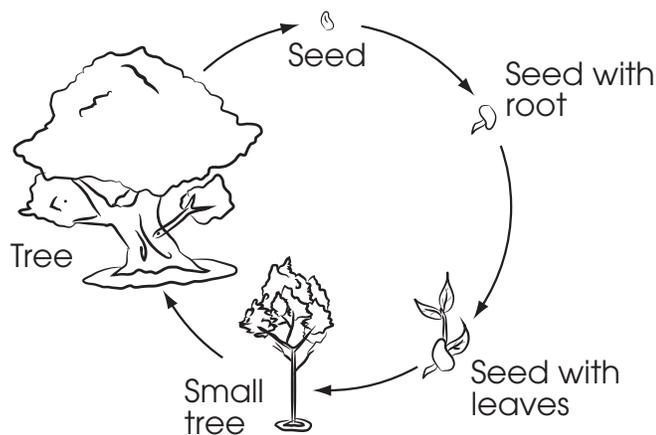
Read the text below. When you are finished, you will answer some questions about what you read. For some questions, you will choose a correct answer and circle it. For others there will be a line where you will write your answer.

All About Trees



Trees All Around

Trees grow all over the world. There are many kinds of trees. Most have large trunks, branches, and green leaves. In the fall, some trees' leaves turn red, orange, or yellow and fall off. Other trees' leaves stay green all year. Those leaves are usually long and thin and are called needles. Trees with needles are called evergreen trees because the needles stay green all year. If you have seen a pine tree, you have seen an evergreen tree.

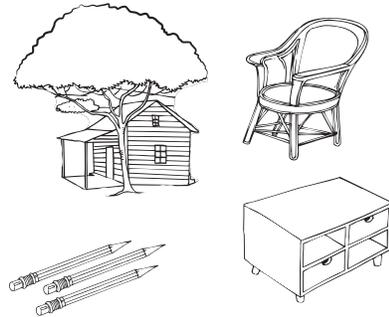


Trees Produce Their Own Seeds

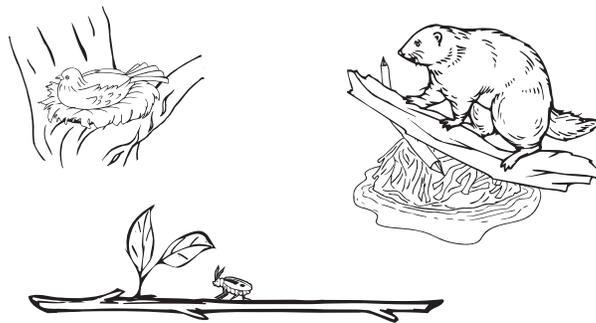
Trees grow their own seeds. The seeds start as flowers. Some trees have pretty flowers and others have flowers so small that we cannot see them. After the flowers bloom, they dry up and leave seeds behind. When the seeds are ready, they drop onto the ground. Some seeds stay where they land. Others are blown away by the wind, washed away by rain, or carried away by animals. If the seed lands in a good spot, then it can become a new tree.

Trees As Helpers

Trees give us many things. They help clean the air and give us shade. They even give us food. Apples, pears, and oranges grow on trees. We also get wood from trees. We use wood to make houses, tables, chairs, and many other things. Paper and pencils are both made from trees. Some of your toys may be made from trees. Trees are helpful to people in many ways.



People are not the only ones who use trees. Birds and squirrels live in trees and beavers use trees to make their homes. Caterpillars, ladybugs, and other insects eat leaves and bark. Leaves that fall from trees turn into soil. Other plants can grow in the soil that comes from leaves.



Trees are an important part of our lives. Sometimes we do not stop to think about how special trees are! The next time you see a tree, think about all the things that trees do for the world.

-
1. What is this text mostly about?
-

Scoring Guidelines

Exemplar Response: Trees	
Points	Student Response
1	Student response correctly identifies the main topic of the text.
0	Student response does not correctly identify the main topic of the text.

2. Using information from the text, list 3 ways trees help people.

1. _____

2. _____

3. _____

Scoring Guidelines

Exemplar Response:

- They give us shade.
- They give us clean air.
- We get wood from them.
- They give us apples.
- They give us pears.
- They give us oranges.
- They give us food.
- We make paper from them.
- We make pencils from them.

Points	Student Response
1	Student response lists at least 3 things mentioned in the text.
0	Student response does not name at least 3 things mentioned in the text.

-
3. Which subheading from the text would help you find information about things that animals get from trees?

Scoring Guidelines

Points	Student Response
1	The student writes the correct subheading, "Trees as Helpers."
0	The student does not identify the correct subheading.

4. What big idea do you think the author wants you to learn from reading this text?

Scoring Guidelines

Exemplar Response: <ul style="list-style-type: none">• Trees are important/special.• Trees help the world.• We are lucky to have trees.	
Points	Student Response
1	Student response provides a main topic from the text.
0	Student response provides a minor detail, such as that trees with needles are called evergreens, or an idea unrelated to the text.

5. Based on the text, what are needles?

Scoring Guidelines

Exemplar Response: Long, thin leaves	
Points	Student Response
1	Student response correctly describes the definition of needles as used in the text.
0	Student response is incorrect or irrelevant.

6. What is paragraph 2 mostly about?

Scoring Guidelines

Exemplar Response: <ul style="list-style-type: none">• how trees grow• the life of a tree• trees grow from seeds• trees produce seeds	
Points	Student Response
1	Student response correctly identifies a main topic of the paragraph.
0	Student response is incorrect or irrelevant.

Activity 2: My First Flight

Questions 7 – 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 passages 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

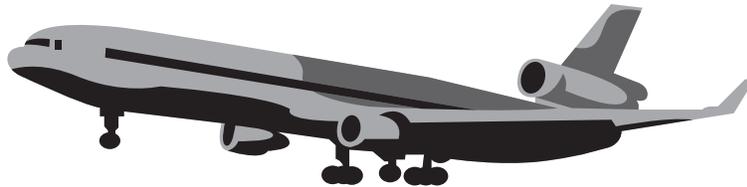
Ask students to open the Student Booklet to page 5.

Students should read the text and answer questions 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. After approximately 25 minutes, collect student materials.

Today you will be doing a reading activity. At the bottom of each page, you will see the words “Go to the next page” if you are supposed to keep going or “STOP” if you are finished with the activity. When you see the word “STOP” at the bottom of the page, you are finished with the activity. You may look back at your answers to check your work. When you are finished, put your pencil down.

Read the text below. When you are finished, you will answer some questions about what you read. 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.

My First Flight



Today I rode on an airplane for the first time. My friend Lauren and I went to see my grandparents. I was scared because I was afraid of flying. Lauren said, "Don't worry, Kayla!" and gave me a hug.

When we got to the airport, we checked in. The airline has people to take care of children like us who are flying alone. They took us to the gate. I tried to think about how much fun it would be to see my grandparents, but I was so scared that I almost wished I didn't have to go.

When it was time to get on the plane, we walked through a tunnel that connected the airport to the plane. Even though I was still close to the ground, I felt like it was far away.

The worker from the airline took us to our seats near the back of the plane. I had the window seat. I wasn't sure I would like that.

"Have a great trip," said the airline worker. "If you need anything, press this button to call someone to help you." We smiled and said thank you.

When it was time for our plane to take off, we had to buckle our seatbelts. The plane started to move. It moved faster and faster until we felt it lift off the ground. I held Lauren's hand tightly, and she told me that we would be okay. I took deep breaths to keep calm.

After a while, Lauren and I talked and read our books. I almost forgot to be afraid, but I still didn't want to look out the window. As long as I didn't look, I could forget that I was so high in the air. When we hit a bump, I grabbed Lauren's hand again. She told me to pretend I was in a car, and I tried to do what she said.

"See, it's not so bad, Kayla," she said. "Anyway, we'll be there soon."

Near the end of the flight, Lauren looked past me out the window. “Wow, that’s cool!” she said. “I can see cars but they look as small as bugs! The houses look tiny, too!” I started to get curious and peeked out the window. Lauren was right. It did look cool—and not as scary as I thought it would be. We made up stories about the tiny people in their tiny cars.

We watched everything below us get bigger as the plane started to land. When we landed, I felt calm and happy. “I’m not scared anymore,” I told Lauren, “Flying is fun!” She grinned and gave me a high five. I know that Lauren is the reason I stopped being afraid. I am glad I had such a good friend with me on my first flight.

7. When does Kayla stop feeling scared?

Scoring Guidelines

Exemplar Response:

- When she peeked out the window
- Near the end of the flight

Points	Student Response
1	Student response correctly identifies the point at which Kayla stops feeling scared near the end of the text.
0	Student response is incorrect or irrelevant.

8. According to the text, what lesson did Kayla learn?

- A. It is important to fly on a plane when you travel.
- B. Good friends help each other when they are scared.
- C. Airlines have workers who help children who are flying alone.

9. How does Kayla change from the beginning to the end of the text?

- A. She learns how to help Lauren.
- B. She learns to be a good friend.
- C. She learns not to be afraid of flying.

10. Number these statements in the order they appear in the text.

_____ She told me to pretend I'm in a car, and I tried to do what she said.

_____ We made up stories about the tiny people in their tiny cars.

_____ Even though I was still close to the ground, I felt like it was far away.

Scoring Guidelines

Points	Student Response
1	Student writes a 2 by the first sentence, a 3 by the second sentence, and a 1 by the third sentence.
0	The student does not correctly sequence the events in the text.

11. What is the name of the person telling the story?

Scoring Guidelines

Exemplar Response: Kayla	
Points	Student Response
1	Student response correctly identifies the person telling the story.
0	Student response is incorrect or irrelevant.

12. What is one thing Lauren says or does to show that she is a good friend to

Kayla?_____

Scoring Guidelines

Exemplar Response:

- Lauren tells Kayla not to worry.
- Lauren gives Kayla a hug.
- Lauren lets Kayla hold her hand.
- Lauren tells Kayla to pretend she is in a car.
- Lauren makes up stories with Kayla.

Other Correct Response(s):

Other plausible, text-based responses will receive credit.

Points	Student Response
1	Student response correctly identifies one way Lauren is a good friend to Kayla.
0	Student response does not correctly identify one way that Lauren is a good friend to Kayla.

Activity 3: A Frog’s Life

Questions 13 – 15

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 passages 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.
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- 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

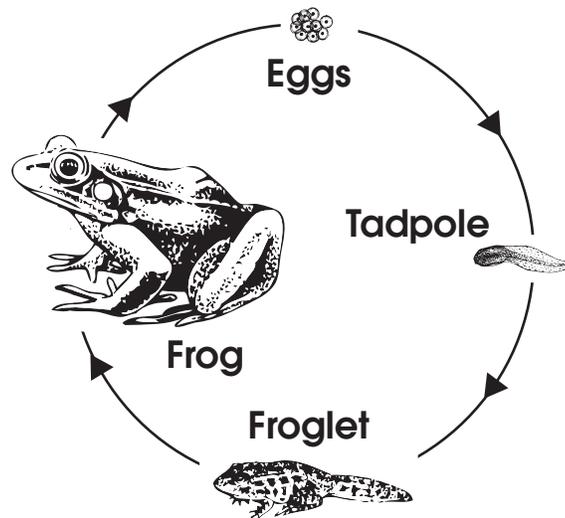
Ask students to open the Student Booklet to page 10.

Students should read the text and answer questions 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. After approximately 25 minutes, collect student materials.

Today you will be doing a reading activity. At the bottom of each page, you will see the words “Go to the next page” if you are supposed to keep going or “STOP” if you are finished with the activity. When you see the word “STOP” at the bottom of the page, you are finished with the activity. You may look back at your answers to check your work. When you are finished, put your pencil down.

Read the text below. When you are finished, you will answer some questions about what you read. 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.

A Frog's Life



The life of a frog is very interesting. A frog is an animal that spends part of its life in the water and part on land. Frogs go through different parts of their lives, called stages, as they grow. They go through changes at each stage. These changes happen in a certain order. The first stage begins with the egg. When frogs are born, they hatch from eggs in the water. We call them tadpoles. Tadpoles have tails but no legs.

As they get bigger, tadpoles grow legs. Then they move into the next stage. First the back legs grow, then the front legs. As their legs get longer, their tails get shorter. At this stage, we call them froglets. Froglets change even more as they keep growing. Their tails get smaller and smaller until they are completely gone.

The final stage of frogs' lives happen when the tail is completely gone. They are now full-grown adult frogs. This means they are ready to live on the land as well as in the water. Frogs swim in water and hop on land. Many times you can find them sitting on the rocks near the water. They eat insects, worms, and spiders that they find both in water and on land. In the spring, frogs lay eggs in the water that will soon hatch and become tadpoles. The stages start again.

-
13. Where do frogs live when they are first born?
- A. on land
 - B. on rocks
 - C. in water
14. What is this text mostly about?
- A. the stages in a frog's life
 - B. what tadpoles look like
 - C. where froglets live
15. What does a froglet change into after its tail is gone?
- A. an egg
 - B. a tadpole
 - C. a frog

Activity 4: The Ant and the Grasshopper

Questions 16 – 19

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 passages 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.

Students should read the text and answer questions 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. After approximately 25 minutes, collect student materials.

Today you will be doing a reading activity. At the bottom of each page, you will see the words “Go to the next page” if you are supposed to keep going or “STOP” if you are finished with the activity. When you see the word “STOP” at the bottom of the page, you are finished with the activity. You may look back at your answers to check your work. When you are finished, put your pencil down.

Read the text below. When you are finished, you will answer some questions about what you read. 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.

The Ant and the Grasshopper



Once, in a field, there lived an ant and a grasshopper. The ant worked hard all day long. He collected food wherever he could find it. The grasshopper did not like to work at all. He spent his days talking with the other insects and laughing at the ant's hard work.

Day after day, the ant collected grains of rice and wheat that he found around the field. He stored them away in his home for the coming winter. The ant did not stop working. He hurried back and forth from house to field, collecting as much food as he could find. In the evenings, he would rest.

Each day the grasshopper watched the ant working and thought he was silly. He sat by the pond playing games with the other insects and relaxing in the bright sun.

"Ant, come play with us! We are having fun and you are missing it all," said the grasshopper.



“Grasshopper, winter will be here soon. You must prepare your home with enough food to last the entire season. When the snow comes, you will not find anything to eat. I will play later,” explained the ant.

The grasshopper laughed at the ant. “Don’t be silly. There will be time for work later! I want to enjoy the weather today!”

The ant ignored the grasshopper. He went back to his work, scurrying back and forth, back and forth.

Soon the leaves began to change colors and fall from the trees. The days became shorter and the nights became longer. The air became colder and colder. Soon snowflakes began to cover the ground.

The ant sat snugly in his home away from the falling snow outside. He had plenty of food for the winter and felt warm and full. Now he had time for fun. Suddenly, there was a knock at the ant’s door. He opened it to find the grasshopper at his doorstep.

“Ant, I am cold and hungry. I cannot find food in this snow. I have no place to stay warm in these winter months. Will you give me some food and a warm place to stay?” the grasshopper asked.

The ant could not believe his ears.

“Grasshopper, you made fun of me all summer long, and now you are asking for my food. I worked hard to gather food for winter while you played with your friends. You may not have my food. You may not stay in my warm home,” replied the ant.

With that, he closed the door and left the grasshopper to learn a valuable lesson. There is time for work and there is time for play.

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16. Why does the ant collect food?
- A. to prepare for the summer season
 - B. to have food during the winter
 - C. to share with the other insects
17. What lesson can be learned from this text?
- A. You should work all of the time.
 - B. You should play in nice weather.
 - C. You should work before you play.
18. How does the ant respond when the grasshopper asks for food in the winter?
- A. The ant says that he will play later.
 - B. The ant closes the door on the grasshopper.
 - C. The ant welcomes the grasshopper into his home.

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19. The grasshopper and the ant have different opinions about work and play.

How are their opinions different?

- A. The grasshopper likes to play in the winter and the ant likes to play in the summer.
- B. The grasshopper thinks it is important to prepare for winter, but the ant does not.
- C. The ant thinks it is important to prepare for winter, but the grasshopper does not.

Activity 5: Skating Safety

Questions 20 – 22

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 passages 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 17.

Students should read the text and answer questions 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. After approximately 25 minutes, collect student materials.

Today you will be doing a reading activity. At the bottom of each page, you will see the words “Go to the next page” if you are supposed to keep going or “STOP” if you are finished with the activity. When you see the word “STOP” at the bottom of the page, you are finished with the activity. You may look back at your answers to check your work. When you are finished, put your pencil down.

Read the text below. When you are finished, you will answer some questions about what you read. 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.

Skating Safety

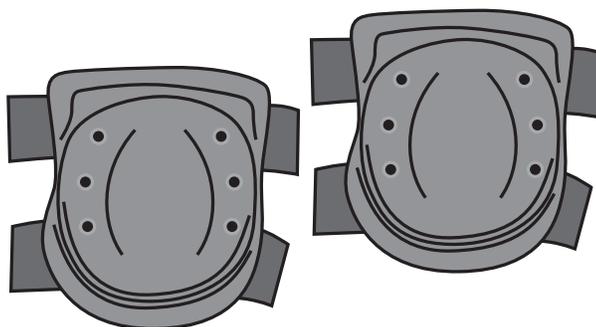
On a sunny day skating can be a lot of fun. It is a great way to play with friends. Skating can be good exercise, too. But before you put on skates, you need to know about skating safety.

Wearing a Helmet



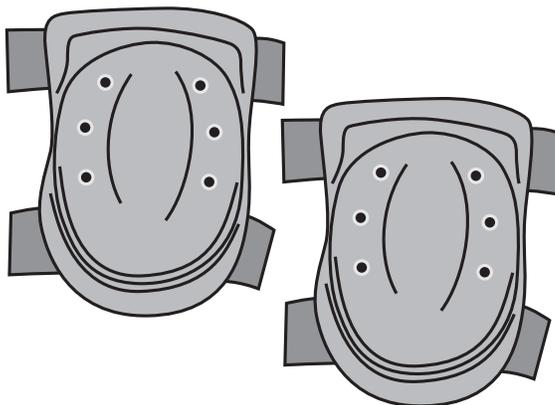
To stay safe, you should wear a helmet when skating. The helmet will protect your head in case you fall or hit something. It will also protect your brain. It is important to get the right size helmet. It should sit flat on top and cover your forehead. If the helmet tips back too far, it won't keep you safe. Check the straps next. They should fasten tightly under your chin. If the straps are too loose, your helmet will move and will not protect you well.

Wearing Knee Pads



It is also a good idea to wear knee pads while you skate. These pads protect your knees if you fall. They come in different sizes just as helmets do. Try them on to be sure they fit well. They should cover your knees completely, but not be too large. If they are too big, you will know because you will not be able to move your legs correctly! To put on the pads, hold them in place on your knees and attach the straps in back. Walk around with them on to make sure they are comfortable for you.

Wearing Elbow Pads



Elbow pads work like knee pads, but they protect your elbows. You need to try them on to be sure they fit well, too. They should not be too big or too small. If the pad covers your elbow and you can move your arm properly, it fits well. To put on your elbow pads, you may need someone to help you. First, place the elbow pad over your elbow. Then attach the straps on the inside of your elbow. Move your arms around to be sure they are comfortable for you.

Once you have your helmet and pads on, you are ready to skate. You can have fun and be safe at the same time!

20. What is the fourth paragraph mostly about?

- A. how to wear a helmet
- B. how to wear knee pads
- C. how to wear elbow pads

21. List one subheading from the text.

Provide one fact that is included under this subheading.

Scoring Guidelines

Exemplar Response:

Student response should include one of the following headings and one fact related to that heading.

Wearing a Helmet

- The helmet will protect your head if you fall or hit something.
- It protects your brain.
- The helmet should sit flat on your head and cover your forehead.
- The straps should fasten tightly under your chin.
- If the straps are too loose, the helmet will move and not protect you well.

Wearing Knee Pads

- Knee pads protect your knees if you fall.
- Knee pads come in different sizes.
- They should cover your knees completely, but not be too large.
- If the knee pads are too big, you will not be able to move your legs correctly.
- To put on the pads, hold them in place on your knees and attach the straps in back.

Wearing Elbow Pads

- Elbow pads work like knee pads, but they protect your elbows.
- You need to try elbow pads on to be sure they fit well.
- Elbow pads should not be too big or too small.
- If the pad covers your elbow and you can move your arm properly, it fits well.
- To put on your elbow pads, you may need someone to help you.
- To put on elbow pads, you place the pad over your elbow then attach the straps on the inside of your elbow.

Other Correct Response(s):

Other plausible, text-based responses will receive credit.

Points	Student Response
1	Student response correctly identifies one subheading and one correlating fact from the text related to that subheading.
0	Student response does not correctly identify one subheading or correlating fact from the text related to that subheading.

22. According to the text, why is it a good idea to wear knee pads?

- A. for appearance
- B. for protection
- C. for comfort

Activity 6: Long and Short Vowels

Question 23

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 41 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 41 from the manual for use during the administration. If TAs are comfortable with the script and scoring, they can refer directly to page 41 of the manual while administering 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. Do you have any questions 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 read the word within three seconds, say **“Go on to the next word.”**

Scoring Guidelines

Points	Student Response
1	The student reads at least 8 out of 10 words correctly.
0	The student reads 7 or fewer words correctly.

hush, trail, fry, throat, shed

throm, wraff, shig, glube, preat

Activity 7: Two-Syllable Words

Question 24

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 45 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 45 from the manual for use during the administration. If TAs are comfortable with the script and scoring, they can refer directly to page 45 of the manual while administering this activity.

I am going to show you some words. You will read the words to me. Try to read each word, but if you see one you cannot read, you may skip it and go on to the next one. Do you have any questions before we begin?

Answer any student questions, then show the student the word list. If the student does not read the word within three seconds, say **“Go on to the next word.”**

Scoring Guidelines

Points	Student Response
1	Student reads at least 4 of the 5 words correctly.
0	Student reads 3 or fewer words correctly.

meaning

human

flavor

minus

broken

Activity 8: Two-Syllable Words

Question 25

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

- For this activity, 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 while administering this activity.

I am going to show you some words. You will read the words to me. Try to read each word, but if you see one you cannot read, you may skip it and go on to the next one. Do you have any questions before we begin?

Answer any student questions, then show the student the word list. If the student does not read the word within three seconds, say **“Go on to the next word.”**

Scoring Guidelines

Points	Student Response
1	Student reads at least 4 of the 5 words correctly.
0	Student reads 3 or fewer words correctly.

fable

either

frighten

elbow

perfume

Activity 9: Decoding Prefixes and Suffixes

Question 26

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

- For this activity, 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 while administering this activity.

I am going to show you some words. You will read the words to me. 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. Do you have any questions 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 read the word within three seconds, say **“Go on to the next word.”**

Scoring Guidelines

Points	Student Response
1	The student reads at least 8 out of 10 words correctly.
0	The student reads 7 or fewer words correctly.

unfold, rebuild, predict, disappear, mistake

friendly, growing, happiness, careless, likable

Activity 10: Decoding Prefixes and Suffixes

Question 27

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.

I am going to show you some words. You will read the words to me. 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. Do you have any questions 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 read the word within three seconds, say **“Go on to the next word.”**

Scoring Guidelines

Points	Student Response
1	The student reads at least 8 out of 10 words correctly.
0	The student reads 7 or fewer words correctly.

unlike, discomfort, misunderstand, prewrite, reread

quickly, shopping, lonely, harmless, helpful

Activity 11: Sight Words

Question 28

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 61 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 61 from the manual for use during the administration. If TAs are comfortable with the script and scoring, they can refer directly to page 61 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 okay 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 the student the list of words. Cover all but the first word with the 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 may support the student by asking, **“What does this word say?”** Record the response for each word. 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
1	The student identifies at least 9 to 10 words correctly.
0	The student identifies 8 or fewer words correctly.

listen

watch

thought

enough

taught

become

something

famous

exciting

certain

Activity 12: The Greedy Dog and the Stream

Questions 29 – 34

Type of Administration: Individual

Estimated Time to Administer: 10 minutes per student

Materials

- Student Booklet
- 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.
- 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

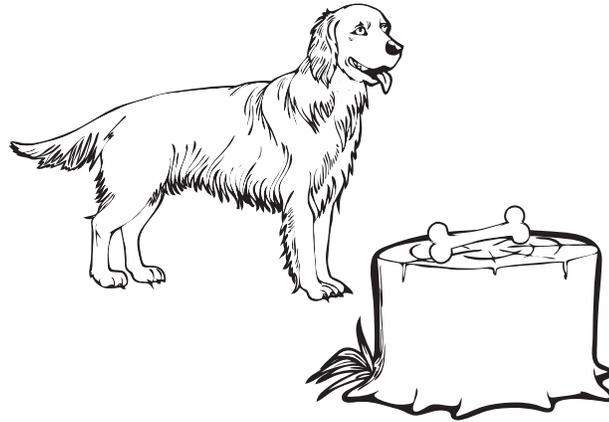
- TAs should familiarize themselves with the scoring requirements prior to the administration. Note that TAs can make a copy of page 65 from the DFAM for the student or the student may read from the DFAM. The Student Booklet includes pages for the TA to record details on student performance and conduct error analyses during student reading. Note that there is one item associated with this activity that requires asking the student about the text. Question 30 is on page 67 of the DFAM. It is not in the Student Booklet.

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.

Go to the next page

The Greedy Dog and the Stream



One day a dog took a stroll on a path in the forest. As he was walking, he found a large bone lying on a nearby tree stump. The dog hurried over and picked up the bone. He was so happy that he decided to take it home. On his way home, the dog passed a flowing stream. He looked into the water and was surprised to see a dog staring back at him. The silly dog did not know it was his own face that he was seeing. He thought it was another dog.

“That dog has a bone, too!” thought the dog. “If I take it from him, I can have two bones instead of one!”

The dog thought this was a bright idea. He leaned in and quickly opened his mouth to grab the bone that he saw in the stream. As he opened his mouth, his own bone dropped into the water and was washed away. He became unhappy when he realized that the face he saw had been his own. Now the greedy dog had no bone at all.

Word Bank

greedy — selfish

29. Refer to error analysis to score whether students read the selected long and short vowel words correctly: day, dog, path, bone, tree, stump, his, did, face, bright.

Scoring Guidelines

Points	Student Response
1	The student reads at least 8 out of 10 words correctly.
0	The student reads 7 or fewer words correctly.

30. What lesson does the dog in the text learn?

Scoring Guidelines

Exemplar Response: <ul style="list-style-type: none">• Be happy with what you have.• Don't be greedy.• Think before you act.	
Points	Student Response
1	The student provides a lesson supported by the text, including but not limited to those listed.
0	The response is incorrect or irrelevant.

-
31. Refer to error analysis to score whether students read the selected two-syllable words with long vowel sounds correctly: lying, nearby, over, flowing, surprised, seeing, opened, away, became, greedy.

Scoring Guidelines

Points	Student Response
1	The student reads at least 8 of the 10 selected words correctly.
0	The student reads 7 or fewer selected words correctly.

32. **Tell me the story in your own words starting from the beginning.**

If necessary, prompt students by asking “**Anything else?**”

Scoring Guidelines

Exemplar Response: <ul style="list-style-type: none">• A dog was walking in a forest and found a bone.• He decided to take it home.• He walked over to a stream.• He saw his reflection and thought it was another dog.• He opened his mouth to get the other dog’s bone.• His bone fell into the water and washed away.• He realized what had happened and was sad.	
Points	Student Response
1	The student provides at least 3 relevant details, including but not limited to those listed.
0	The student provides 2 or fewer relevant details.

33. 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 7-18 errors.
0	Student reads the text with 89% accuracy or lower, making 19 or more errors.

34. 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