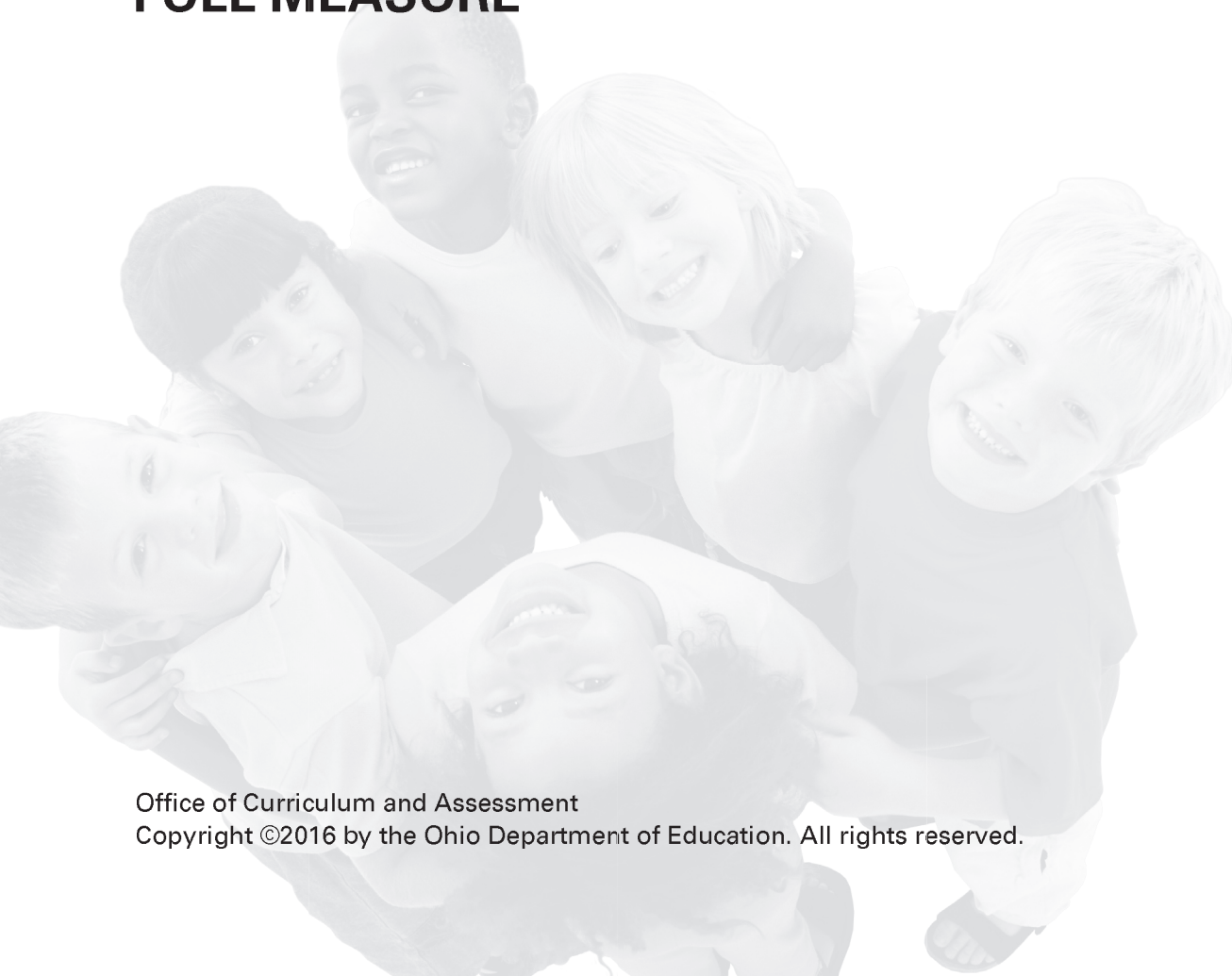


# Ohio's Diagnostic Assessments

# GRADE 2 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

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## 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](http://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.

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## 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)
<b>Session 1</b>			
Activity 1 (page 9) Questions 1 - 4	Informative Writing (A Special Person)	Writing: Text Types and Purposes	Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
		Language: Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D) Generalize learned spelling patterns when writing words (e.g., cage/badge; boy/boil).
			Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. F) Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

	Activity	Strand/Topic(s)	Standard Statement(s)
<b>Session 2</b>			
Activity 2 (page 14) Questions 5 – 6	Sentence Writing (Orlando)	Language: Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A) Capitalize holidays, product names, and geographic names.
			Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C) Use an apostrophe to form contractions and frequently occurring possessives.
<b>Session 3</b>			
Activity 3 (page 18) Questions 7 – 12	Language Use	Language: Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. F) Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
		Language: Vocabulary Acquisition and Use	Demonstrate understanding of word relationships and nuances in word meanings. B) Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

	Activity	Strand/Topic(s)	Standard Statement(s)
<b>Session 3</b>			
Activity 3 (page 18) Questions 7 – 12	Language Use	Language: Vocabulary Acquisition and Use	Demonstrate understanding of word relationships and nuances in word meanings. A) Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
		Language: Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A) Use collective nouns (e.g., group).

## 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.

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## *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.
- *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.



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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](http://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.

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## 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.

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## Activity 1: Informative Writing (A Special Person)

### Questions 1 – 4

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. 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.**

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**Sometimes people write to explain things to others. This kind of writing is called informative writing. When people write to explain, they think about the topic and what they know about it. Then they write to tell their audience information about the topic they are explaining and details to help know more about it. They also write an ending that wraps up their ideas.**

**Today we are going to do this kind of writing. Today you will write about a special person you know. You will tell who the special person is and give as many details as you can to tell why that person is special to you. It should be someone you know a lot about. You may want to write about a friend, a family member or a teacher. You may choose any person that you feel is special. Take a moment to think about a special person in your life.**

Allow students time to think of a special person. You may want to give students the opportunity to brainstorm ideas together. Monitor to be sure each student has an idea before moving on. When all students are ready, pass out the Student Booklets. Hold up the Student Booklet so that all students are able to see it. Point to each section of the booklet as you give instructions.

There is a Planning Page that students will use to organize their thoughts. Direct students to find this page and to use it according to your classroom procedures. For example, you might have students create a web or a t-chart. Students should complete their planning independently.

**Now you are going to plan your ideas for writing. Look at the Planning Page on page 2 of your booklet. This is where you will do your planning. You may draw quick pictures and write words on this page to help organize your ideas about your special person. You may want to quickly draw a picture or write the name of the person you are thinking of. You may also want to write words or quickly draw pictures that describe why this person is special. Think about things this person has said or done that makes them so special. Remember, your sentences will be written in the next section of the booklet. Only quick pictures or short groups of words should be on the Planning Page.**

Allow time for students to plan. When students are finished with the Planning Page, have them turn to the next page in the Student Booklet.

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Now you are going to use your Planning Page to write about your special person. If you are not sure how to spell a word, use the spelling strategies that you know. Think about all of the things that good writers do. If you finish early, you can go back and read your piece again to be sure it makes sense. Are there any questions before we begin?

Answer student questions as needed.

**You may begin.**

As students complete their writing, walk around the classroom to monitor their work. After approximately 30 minutes, collect student materials.

## Scoring Guidelines

Grade 2 Full Measure	Points	Student Response
1. Content	4	Student response includes several well thought out and clearly articulated reasons, facts and/or details; writing demonstrates strong development of experiences of events, shows the response of characters to situations. Facts and/or details provide clear elaboration. Student clearly understands the task and purpose and all content strongly supports development of the topic.
	3	Student response includes multiple reasons, facts and definitions and/or details that describe actions, thoughts, and feelings to fully develop and support the prompt; the development is largely appropriate to the task and purpose.
	2	Student response provides limited reasons, facts and/or details that are somewhat appropriate to the task and purpose. Writing lacks detailed description of actions, thoughts, and feelings. Some topic development is evident, but response is not sufficiently detailed.
	1	Student response demonstrates minimal attempt to include reasons, facts and/or details.  Elaboration is unrelated to the topic being developed.
	0	Student response is illegible or completely off topic; Minimal or no attempt was made to respond to the prompt.
2. Organization	4	Student response demonstrates logical, strong and intentional organization. Text is organized sequentially or with related information grouped together and includes a well-developed and distinct introduction, body (reasons, supporting facts, or sequence of events), and a clear closure or conclusion. Temporal words, linking words, and text structure such as illustrations, use of a narrator, or dialogue are used effectively as appropriate to advance ideas.
	3	Student response demonstrates mostly logical and consistent organization with a distinct introduction, body (reasons, supporting facts, or sequence of events), and a clear closure or conclusion. Linking or temporal words are used to connect sections and signal event order; Minor lapses may be evident but do not impede reader comprehension of the writing.
	2	Student response demonstrates basic organization with some lapses. There is some evidence of an introduction, body (reasons, supporting facts, or sequence of events), and attempt at closure or conclusion. One or more parts may be missing or incomplete. Some temporal words or linking words are used to signal event order.
	1	Student response demonstrates an attempt at organization with significant deficiencies in sequencing. There is an attempt to provide an introduction, body (reasons, supporting facts, or sequence of events), and attempt at closure or conclusion, but these elements are difficult to discern. Temporal words or linking words are missing or incorrectly used.
	0	Student response is illegible or completely off topic; Minimal or no attempt was made to respond to the prompt.

Grade 2 Full Measure	Points	Student Response
3. Conventions	4	Capitalization and punctuation are used correctly, including all capitalization, apostrophes, and quotation marks. Knowledge of spelling patterns is applied to unfamiliar words.
	3	Capitalization and punctuation are used correctly, including holidays, product names, and geographic locations. Formal or informal languages are used mostly appropriately to the topic. Apostrophes are used mostly correctly in contractions and frequently occurring possessives. Words appropriate for second grade are spelled correctly.
	2	Most capitalization and punctuation are used correctly, including holidays, product names, and geographic locations. Apostrophes are sometimes used correctly in contractions and frequently occurring possessives. Most words appropriate for second grade are spelled correctly. Spelling errors do not impede comprehension of the text.
	1	Some capitalization and punctuation are used correctly. Apostrophes may be used, but use may be incorrect or inconsistent. Some words appropriate for second grade are spelled correctly. Frequent errors make reading the response difficult but not impossible.
	0	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.
4. Grammar	4	Student response displays correct grammar. Response demonstrates advanced knowledge of irregular plural nouns, abstract nouns, pronoun antecedent agreement, and verb tenses. Student effectively uses a combination of simple and compound sentences as well as more complex sentence structures. Sentence structures are varied based on task and purpose.
	3	Student response displays correct grammar most of the time. Irregular plural nouns and verb tenses are mostly formed correctly. Adjectives and adverbs are used mostly correctly to modify appropriate parts of the sentence. Minor grammatical mistakes may be present. Student uses a variety of simple and compound sentences.
	2	Student response displays correct grammar some of the time. Response demonstrates basic understanding of subject/verb agreement, use of pronouns, and regular verb tense. Some grammatical mistakes may be present. Student uses primarily simple sentences. Some attempt at more complex sentences may be evident.
	1	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.
	0	Student response is illegible; May consist of random words and/or letters.

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## Activity 2: Sentence Writing (Orlando)

### Questions 5 – 6

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 5.

**Today you will be doing a writing 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.**



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**Today we are going to do a writing activity. In this activity, you will show what you know about words and sounds, capital letters, and punctuation.**

Distribute Student Booklets and direct students to open to page 5. Hold up a Student Booklet so that all students can see it. Point to each line as you give the directions.

**Let's begin. You will listen to me as I say each sentence. Then everyone will repeat the sentence back to me. As I say the sentence the second time, you will begin writing the sentence on the first 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 down. It is okay if you aren't 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 and end punctuation such as periods, question marks, and exclamation marks when you write.**

**It's fun to go to Orlando, Florida on Thanksgiving Day.**

**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.**

Be sure to say each word in the sentence clearly and slowly, so that students have time to write. Monitor student writing to adjust pace as needed. Do not go on until all students have had enough time to attempt the sentence.

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

**On New Year's Day she will go to Cleveland to visit her friend's family.**

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**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. When all students have finished, collect the Student Booklets for scoring.

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5. Capitalize holidays, product names, and geographic locations.

**Scoring Guidelines**

Points	Student Response
2	Student response capitalized at least 6 of the following: Orlando, Florida, Thanksgiving, New Year's, Day, Cleveland.
1	Student response capitalized 1 to 5 of the listed words correctly.
0	Student response did not capitalize any of the listed words.

6. Use an apostrophe to form contractions and frequently occurring possessives.

**Scoring Guidelines**

Points	Student Response
2	Student response shows correct use of an apostrophe in both of the following words: "It's," "friend's."
1	Student response shows correct use of an apostrophe in one of the words listed.
0	Student response does not use an apostrophe correctly in any of the listed words.

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## Activity 3: Language Use

### Questions 7 – 12

Type of Administration: Group

Estimated Time to Administer: 30 – 35 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.

#### Supplemental Instructions

- This activity requires students to read and respond to a series of items assessing writing and language skills. TAs will read the bold text to introduce students to the activity. Students will read the items on their own. If students have trouble reading the items, the TA may read the item text and response options to the student. TAs may **not** suggest responses or substitute words. 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.)

#### Getting Started

Read the following directions to the students.

**Today you are going to complete an activity that shows some of the things you know about language. You are going to be working in your Student Booklet to answer some questions. Please turn in your booklet to page 6. You will read the directions which tell you how to answer each question. If you have trouble reading the directions, raise your hand and I will help you. Read the directions for each question or set of questions carefully. 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.**

When students finish, collect their materials unless you plan to complete the next activity in the same sitting.

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7. Put these words and phrases into the correct order to make a complete sentence.

**put the girl her bag into the books**

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Look at the sentence you just wrote. Now add words of your own to the sentence to make it more interesting. Write your new sentence below.

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Write your sentence again. This time, add something new to your sentence using the words **“and”** or **“but.”**

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## Scoring Guidelines

### Exemplar Response:

Student response should say: The girl put the books into her bag.  
The second sentence has added adjectives, adverbs, and/or other sentence parts, such as: The happy girl put the books into her bag.  
The third sentence has added an additional sentence, predicate or subject to make it compound such as: The girl put the library books in her bag and went home.

Points	Student Response
3	Student response arranges the sentence parts appropriately to form a complete sentence, expands it on the second line, and correctly produces a compound sentence. Either a compound subject or compound predicate are also acceptable.
2	Student response arranges sentence parts appropriately to form a complete sentence, and either expands it on the second line or correctly creates a compound sentence.
1	Student response arranges sentence parts appropriately to form a complete sentence, or either expands it on the second line or correctly creates a compound sentence.
0	The student does not rearrange the sentence parts in a way that makes sense.

- 
8. Circle the answer that shows the meaning of the word written in **bold**.

When the baby goat was lost, it made a sad **bleating** sound.

**Bleating** means

- A. winning
  - B. happy
  - C. crying
9. Circle the answer that shows the meaning of the word written in **bold**.

When there is a storm, you should look for **shelter** inside a house or building.

What does **shelter** mean in this sentence?

- A. shells
- B. safety
- C. rain

- 
10. Look at the sentences below. In each sentence, fill in the word that will make sense. Use the words below. Use each word only once.

**noise quiet silent**

I used a \_\_\_\_\_ voice to talk to my friend.

No one made a sound. The room was completely \_\_\_\_\_.

**Scoring Guidelines**

Points	Student Response
1	The student uses the correct word in each blank. (quiet, silent)
0	Response is incorrect or irrelevant.



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11. Answer the following questions.

What is something that is juicy and tastes sweet?

\_\_\_\_\_

What are two words you could use to describe a shirt?

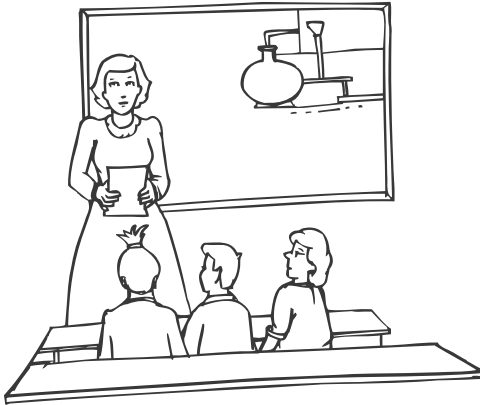
\_\_\_\_\_ and \_\_\_\_\_

**Scoring Guidelines**

Points	Student Response
1	Student response must provide an answer that makes sense for the first question AND 2 words that can reasonably answer the second question.
0	Student response is incorrect or irrelevant.

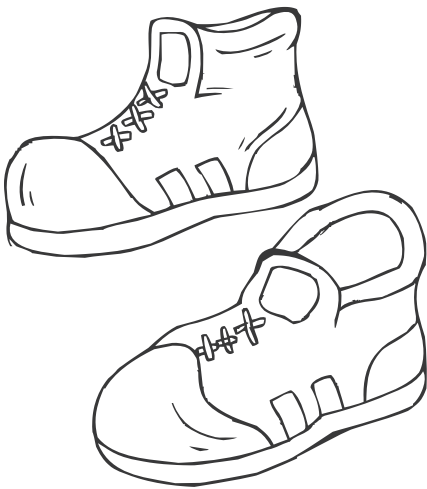
- 
12. Look at the pictures below. Fill in one word to complete the sentence about each picture. Use the words below.

**pair pack class team bunch dozen**



This is a group of students with the same teacher. They are called a

\_\_\_\_\_.



These are a student's shoes. They are called a

\_\_\_\_\_ of shoes.



This is a group of grapes. It is called a

\_\_\_\_\_ of grapes.

### Scoring Guidelines

Points	Student Response
1	The student chooses the appropriate word for each of the following collective nouns: class, pair, bunch.
0	The student does not choose the appropriate word for each of the collective nouns.

