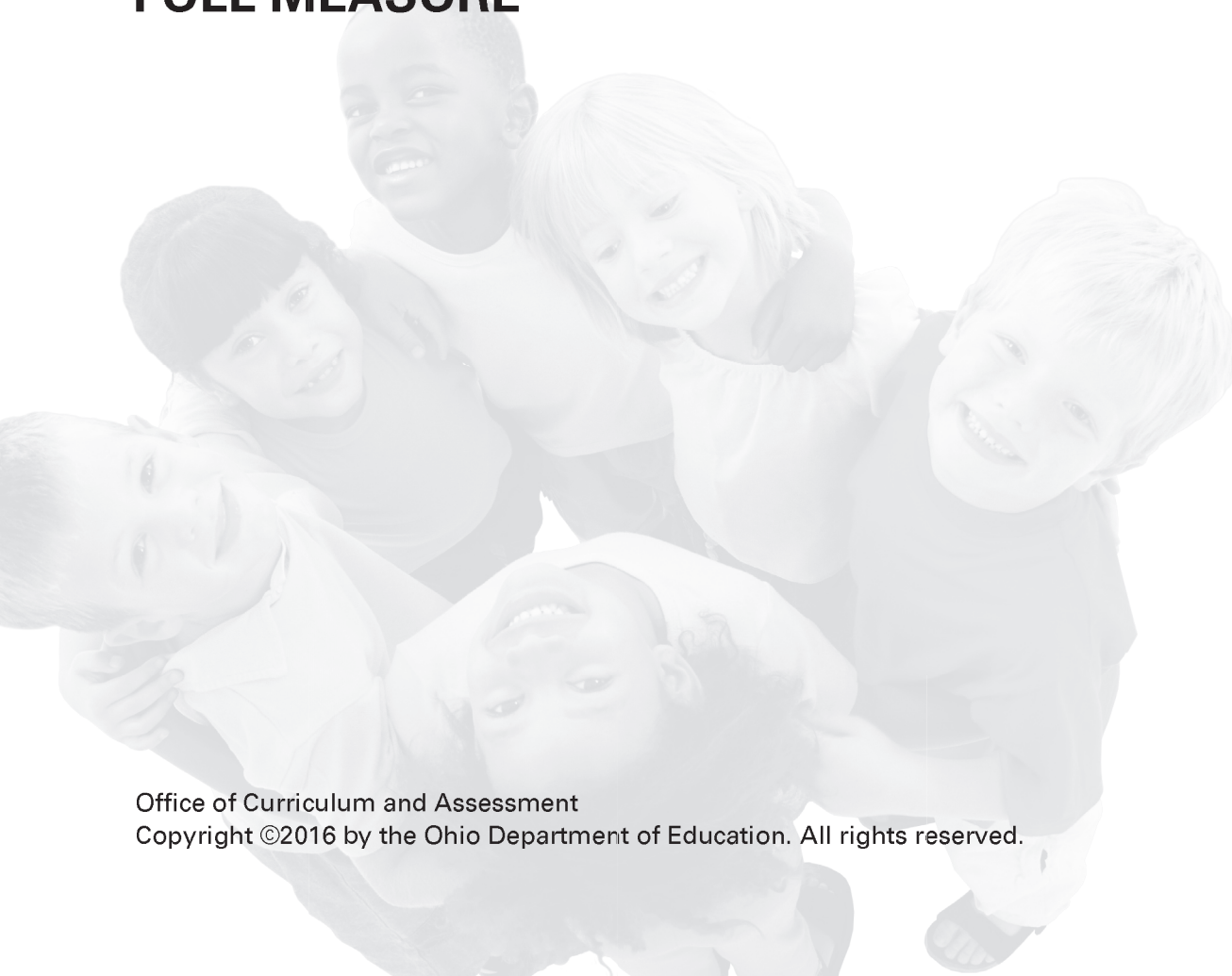


Ohio's Diagnostic Assessments

GRADE 3 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 13) Questions 1-3 | The Washington Monument | Informational: Key Ideas and Details | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| | | | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| | | | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |

| | Activity | Strand/Topic(s) | Standard Statement(s) |
|---|---|--------------------------------------|--|
| Session 2 | | | |
| Activity 2 (page 17) Questions 4-7 | The City Mouse and the Farm Mouse | Literature: Key Ideas and Details | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |
| | | | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
| | | Literature: Craft and Structure | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
| | | | Distinguish their own point of view from that of the narrator or those of the characters. |

| | Activity | Strand/Topic(s) | Standard Statement(s) |
|--|--------------------------|---|--|
| Session 3 | | | |
| Activity 3 (page 22) Questions 8-12 | Three Types of Matter | Informational: Key Ideas and Details | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| | | | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| | | Informational: Craft and Structure | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |

| | Activity | Strand/Topic(s) | Standard Statement(s) |
|---|-------------------------|--------------------------------------|---|
| Session 4 | | | |
| Activity 4 (page 28) Questions 13-16 | The Fox and the Crow | Literature: Key Ideas and Details | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| | | | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |
| | | | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
| | | Literature: Craft and Structure | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |

| | Activity | Strand/Topic(s) | Standard Statement(s) |
|---|------------|---|--|
| Session 5 | | | |
| Activity 5 (page 34) Questions 17-20 | Antarctica | Informational: Key Ideas and Details | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| | | | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |
| | | Informational: Craft and Structure | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| | | | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |

| | Activity | Strand/Topic(s) | Standard Statement(s) |
|---|--|---|--|
| Session 6 | | | |
| Activity 6 (page 41) Questions 21-24 | Big Sister | Literature: Key Ideas and Details | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| | | Literature: Craft and Structure | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
| | | | Distinguish their own point of view from that of the narrator or those of the characters. |
| Literary: Integration of Knowledge and Ideas | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | | |
| Session 7 | | | |
| Activity 7 (page 48) Question 25 | Prefixes | Foundational Skills: Phonics and Word Recognition | Know and apply grade-level phonics and word analysis skills in decoding words. A) Identify and know the meaning of the most common prefixes. |

| | Activity | Strand/Topic(s) | Standard Statement(s) |
|--|------------------------------------|---|--|
| Session 8 | | | |
| Activity 8 (page 50) Question 26 | Suffixes | Foundational Skills: Phonics and Word Recognition | Know and apply grade-level phonics and word analysis skills in decoding words. A) Identify and know the meaning of the most derivational suffixes. |
| Session 9 | | | |
| Activity 9 (page 52) Question 27 | Prefixes | Foundational Skills: Phonics and Word Recognition | Know and apply grade-level phonics and word analysis skills in decoding words. A) Identify and know the meaning of the most common prefixes. |
| Session 10 | | | |
| Activity 10 (page 54) Question 28 | Suffixes | Foundational Skills: Phonics and Word Recognition | Know and apply grade-level phonics and word analysis skills in decoding words. A) Identify and know the meaning of the most derivational suffixes. |
| Session 11 | | | |
| Activity 11 (page 56) Question 29 | Reading Multi-Syllable Words | Foundational Skills: Phonics and Word Recognition | Know and apply grade-level phonics and word analysis skills in decoding words. C) Decode multi-syllable words. |

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: The Washington Monument

Questions 1 – 3

Type of Administration: Group

Estimated Time to Administer: 20 – 25 minutes

Materials

- Student Booklet
- Student Score Sheet

Notes

- TAs will read the bold text to introduce students to each of the activities. Students will read the passage and questions on their own. 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

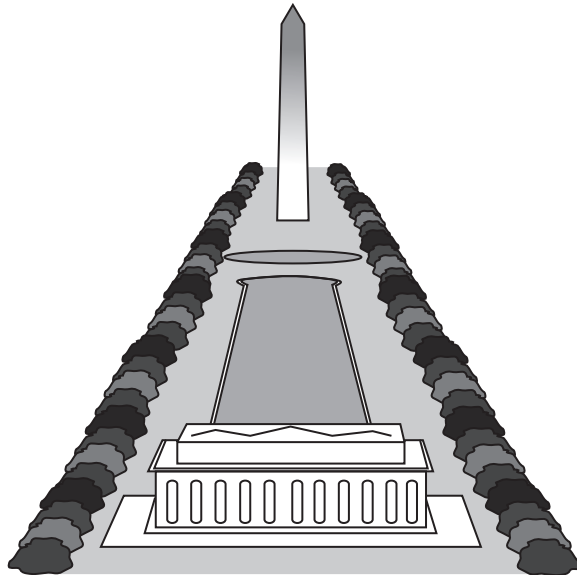
Ask students to open the Student Booklet to page 1.

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.

The Washington Monument

The Washington Monument is a special building for Americans. It was built to honor our first president. His name was George Washington. It is 555 feet tall; the tallest building in Washington, D.C.! A law was made that no other building in the city may be taller.



Finding a Design

Before the monument was built, someone had to decide what it would look like. A contest was held to see who could come up with the best idea. A man named Robert Mills won the contest. He designed a tall, thin tower, made of white stone, with a point at the top.

Time to Build

Even though the people of Washington, D.C. had chosen a design, construction did not begin right away. There wasn't enough money to build it. It took them twelve years to raise enough money to begin work. When construction finally started, many people worked very hard on it. After six years, it was already 152 feet tall!

Soon, the city ran out of money for building the monument. They almost decided not to finish it at all, but twenty-two years later the project began again. Lots more hard work went into finishing it. The project took twelve more years to complete. If

you look closely, you can see that the stone on the bottom part is lighter than at the top. This shows where they stopped the first time. They had to use darker stone when they built the top part.

Inside the Finished Tower

People enjoy visiting the Washington Monument today. If you get to visit, you might even be able to go inside. To get to the top people take the elevator or climb the stairway. There are 897 steps! When you get to the top, you can walk out onto a deck. From the deck you can look out onto the whole city. When you do, think of the president that it honors.

1. Why did it take so long to build the Washington Monument?
 - A. The city did not have anyone to design it.
 - B. The city did not have enough money to build it.
 - C. The city did not have enough people to work on it.

2. What is this text mostly about?

Scoring Guidelines

| Exemplar Response: The Washington Monument | |
|--|--|
| 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. |

-
3. Why is the bottom of the monument a lighter color than the top of the monument?
-

Scoring Guidelines

When workers built the second part of the monument, they used a darker shade of stone.

| Points | Student Response |
|--------|---|
| 1 | Student response correctly identifies the reason that the monument is a lighter color on the bottom than on the top. |
| 0 | Student response does not correctly identify the reason that the monument is a lighter color on the bottom than on the top. |

Activity 2: The City Mouse and the Farm Mouse

Questions 4 – 7

Type of Administration: Group

Estimated Time to Administer: 20 – 25 minutes

Materials

- Student Booklet
- Student Score Sheet

Notes

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

Getting Started

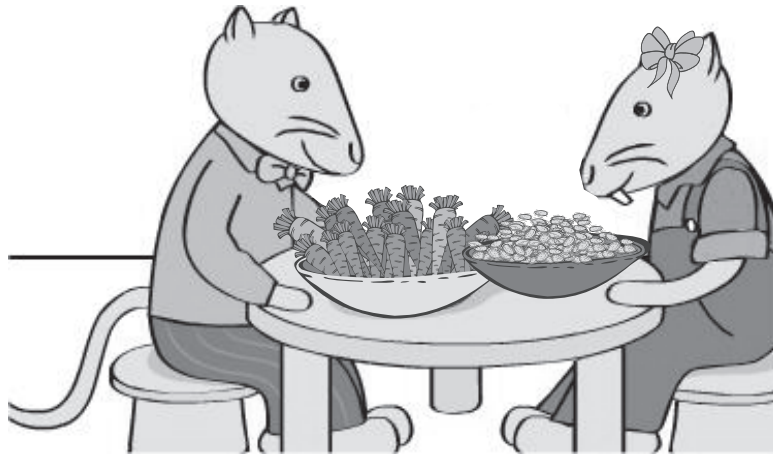
Ask students to open the Student Booklet to page 6.

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.

The City Mouse and the Farm Mouse

Once there was a mouse who lived in a big city. One day his friend, Farm Mouse, invited him to visit. She lived in the country. When City Mouse arrived, he could not believe how quiet it was. He was not used to seeing so much land and so few buildings. At first, City Mouse thought it was very peaceful and pleasant.



Farm Mouse made a small dinner of seeds, carrots, and water. City Mouse did not like this meal, but he ate it politely. When the mice finished eating, City Mouse told Farm Mouse stories about living in the city. Farm Mouse enjoyed listening to City Mouse tell about all of the delicious food and fancy places.

“Come back to the city with me to visit. The city is much nicer than the country,” said City Mouse. He was starting to think that the country was boring.

“That is a wonderful idea! I would like to taste all of the delicious food and see the fancy places you have told me about!” exclaimed Farm Mouse.



The next day City Mouse and Farm Mouse left the country and headed for the city. Just as they arrived, Farm Mouse noticed the most delicious-looking cheese sandwich she had ever seen. It was sitting by a window. When she began to run toward it, a large cat jumped from the window. Frightened, Farm Mouse let out a loud shriek.

“Hurry! Run this way!” yelled City Mouse, pointing to a place to hide.

The mice ran to a tiny hole and waited until the dangerous cat went away. As soon as Farm Mouse was sure the cat was gone, she crawled out of the hole. Then she turned to leave the city and headed toward her home.

“Where are you going, Farm Mouse?” asked City Mouse. “It was just a cat. Come see my house!”

“I am going back to my home. You may have delicious food and fancy places, but I would rather enjoy my simple life!” replied Farm Mouse.

-
4. Which lesson do City Mouse and Farm Mouse learn in this story?
- A. Be careful when visiting new places.
 - B. Trying new things is good, but home is best.
 - C. City food is good, but country food is better.
5. At the end of the story, what does Farm Mouse decide about life in the city and life in the country?
- A. She decides life in the city is exciting and wants to stay there.
 - B. She tries new food and decides that she likes city food best.
 - C. She decides city life is dangerous and prefers the country.

6. This sentence is from the text.

“Frightened, Farm Mouse let out a loud **shriek**.”

What does the word **shriek** mean in this sentence?

- A. a scared yell
 - B. a hiding place
 - C. a happy scream
7. How might this text be different if it were told from the point of view of City Mouse?
- A. He would tell how scary it feels to be attacked by a cat.
 - B. He would tell how delicious the food is in the country.
 - C. He would tell how boring it is to live in the country.

Activity 3: Three Types of Matter

Questions 8 – 12

Type of Administration: Group

Estimated Time to Administer: 20 – 25 minutes

Materials

- Student Booklet
- Student Score Sheet

Notes

- TAs will read the bold text to introduce students to each of the activities. Students will read the passage and questions on their own. 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.

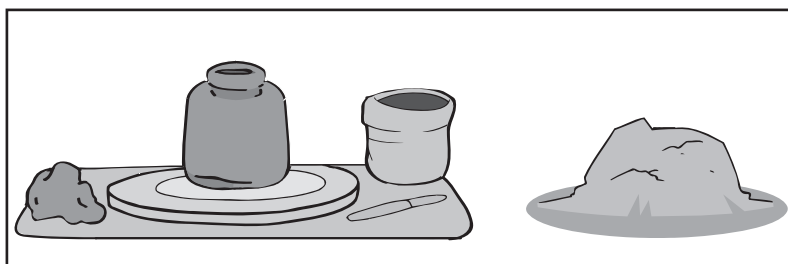
Students should read the text and answer questions independently. If a student cannot read a word and asks for help, tell that student **“Do the best you can”** or **“Think about reading strategies.”** You may use phrasing that is more familiar to your students, but you shouldn’t provide any support 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.

Three Types of Matter

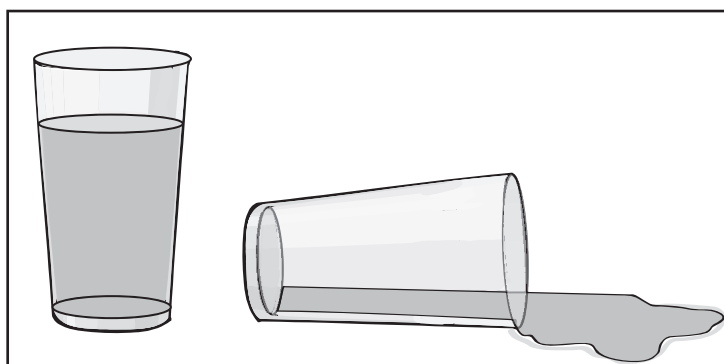
Look around you. Everything you see has matter. Matter is anything that takes up space. Your chair, your drink, and the air you breathe are all examples of matter. There are three different types of matter: solids, liquids, and gases. Each of these types is quite different from the others.

What Is a Solid?



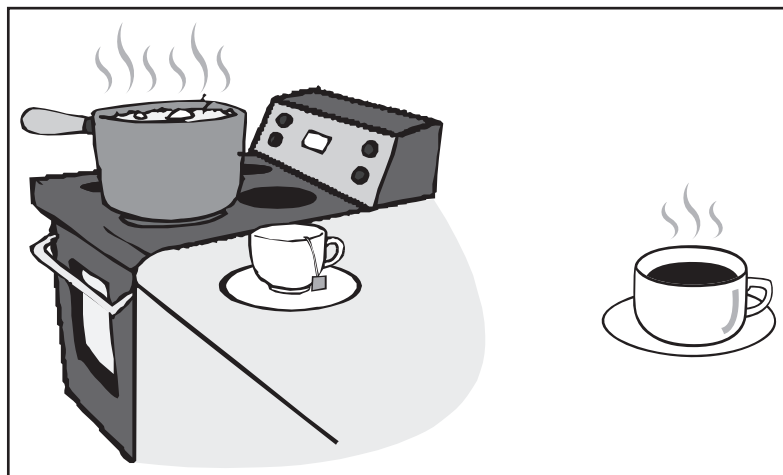
Matter is called a solid if it has a certain shape all of the time. Solids are easy to find because their shape stays the same unless something is done to change them. Most of the things you see when you look around your classroom are solids. Your pencil stays the same shape unless you break it or sharpen it. You can move the pages of a book around by turning them, but they always keep the same shape. Some things, like clay or play dough, change shape easily. Others, like rocks, are harder to change. But none of them changes its size, shape, or weight unless someone changes it. This is how we know that they are solids.

What Is a Liquid?



When a solid gets hot enough to melt, it becomes a liquid. Some solids, like ice, do not have to be very hot to melt. Others, like some metals, must be made hotter than the inside of an oven before they melt. Liquids are different from solids because their shape does not stay the same. Anywhere you put a pencil, it looks like a pencil. But a liquid does not have just one shape. If you put it in a bowl, it has the shape of a bowl. If you put it in a glass, it has the shape of a glass. If you spill it, it spreads around and has no real shape at all. Liquids can be held inside a container, but they take the shape of that container.

What Is a Gas?



When a liquid is heated even more, it becomes a gas. A gas has even less shape than a liquid. Gases can be hard to see because they spread out even more than spilled water. When water is heated, it turns into a gas called steam. You may see steam when water is heated in a pot on the stove or when your drink is too hot. You can see the steam spreading out into the air as it rises from the pot or the cup. When it spreads out enough, it disappears, so that we cannot see it anymore. We can find gases in the air we breathe, in a bicycle tire and in a hot air balloon. There are many places to find them. Even the sun is made up of gases!

Everything on Earth is made of matter. How many examples of solids, liquids, and gases can you find today?

-
8. According to the text, what is one way that solids, liquids, and gases are the same?
- A. They are all hard to see.
 - B. They change shape easily.
 - C. They are each a type of matter.
9. What is this text mainly about?
-

Scoring Guidelines

Exemplar Response:

- solids, liquids, and gases
- how solids change into liquids
- the differences between three types of matter
- finding examples of matter around us

| 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. |

-
10. Under which subheading do readers find information about where steam comes from?
-

Scoring Guidelines

| Exemplar Response: What Is a Gas? | |
|--|--|
| Points | Student Response |
| 1 | Student response correctly identifies the appropriate subheading. |
| 0 | Student response does not correctly identify the appropriate subheading. |

11. What does the second picture help the reader understand about liquids?

Scoring Guidelines

Exemplar Response:

- Liquids do not keep the same shape.
- Liquids take the shape of the container they are in.
- Liquids spread.

NOTE: Other plausible, text-based responses will receive credit.

| Points | Student Response |
|--------|---|
| 1 | Student response correctly identifies the idea the illustrations help to convey in the text. |
| 0 | Student response does not correctly identify the idea the illustrations help to convey in the text. |

12. In the third paragraph, why does the author compare a pencil to a liquid?
- A. to show how liquids are different from solids
 - B. to show how liquids can turn into other things
 - C. to show how liquids feel when they are touched

Activity 4: The Fox and the Crow

Questions 13 – 16

Type of Administration: Group

Estimated Time to Administer: 20 – 25 minutes

Materials

- Student Booklet
- Student Score Sheet

Notes

- TAs will read the bold text to introduce students to each of the activities. Students will read the passage and questions on their own. 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 18.

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.

The Fox and the Crow

One day a crow was flying over a little village when it noticed a large sandwich that someone had dropped on the ground. The crow hungrily swooped down and snatched up the delicious sandwich. It quickly flew off to the highest point in a tall tree outside of the village. The crow kept its beak closed tightly, clinging to its treasure.



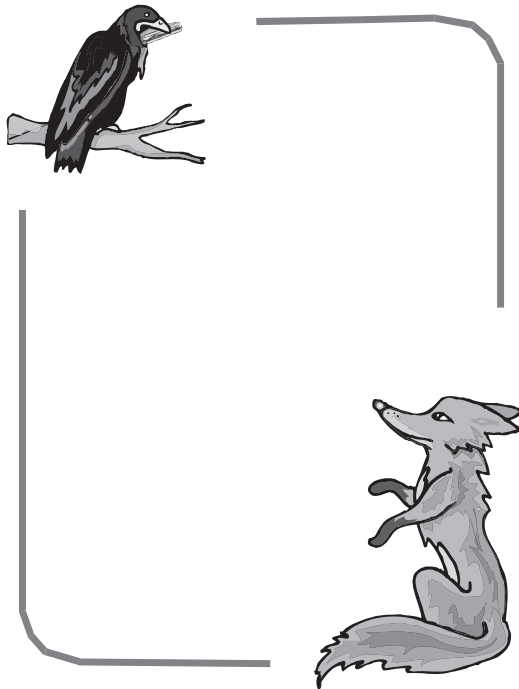
A fox who was walking nearby had noticed the crow and its lucky find. It quickly followed the crow and watched when it flew up into the tree. The fox was hungry also, and was a little bit lazy. It did not want to hunt for food if it was possible to find an easier way to eat. The fox was clever and tricky. It decided to try to get the sandwich from the crow. The fox knew that this would be difficult, as the crow would not be willing to give the sandwich away. The fox sat under the tree and thought. Soon, the fox had decided on a plan.



“Hello, you beautiful crow,” said the fox. “You certainly look lovely today. Your feathers are so shiny and your eyes are so bright. You may be the most handsome bird I have ever seen.”

The crow turned its head to look at the fox. Instead of flying away to eat its sandwich in peace, it puffed out its feathers with delight. The crow enjoyed hearing the fox’s words. It was not used to being called beautiful. The crow looked down at the fox, hoping to hear some more compliments.

The fox began to speak again. “I wonder if your voice is as wonderful as your feathers,” said the fox. “But I don’t know if that’s possible. If you would only let me hear you sing, I would know if you sound as amazing as you look.”



The crow was excited. It loved hearing the fox's kind words. The crow wanted to show off its voice; it had forgotten all about the delicious sandwich in its beak. The crow opened its beak wide and let out a loud cawing noise. As it did, the sandwich dropped from its beak and fell to the ground. The clever fox snapped it up and ran off into the forest, laughing at how easily it had tricked the crow.



13. How does the fox trick the crow?

Scoring Guidelines

Exemplar Response:

- by getting it to open its mouth so the sandwich falls out
- by flattering it (saying nice things) so that it opens its mouth
- by getting it to sing so that it would open its mouth/drop the sandwich

NOTE: Other plausible, text-based responses will receive credit.

| Points | Student Response |
|--------|---|
| 1 | Student response accurately describes how the fox tricked the crow. |
| 0 | Student response does not accurately describe how the fox tricked the crow. |

14. What lesson should the crow learn from what happens in the text?

- A. Foxes think crows are tricky.
- B. Food should be eaten fast.
- C. Beware of false praise.

15. In the text, the crow wants to show off its voice.

How did the fox use this as a part of its plan?

Scoring Guidelines

| Exemplar Response: The fox uses it to trick the crow into opening its mouth. | |
|--|---|
| Other Correct Response(s): The fox knows the crow will open its mouth and drop the sandwich. | |
| Points | Student Response |
| 1 | Student response indicates that the crow's pride allows the fox to succeed. |
| 0 | Student response does not indicate that the crow's pride allows the fox to succeed. |

16. In which paragraph can you first tell that the fox's plan is beginning to work?

- A. the first paragraph, because the fox begins to think of a plan
- B. the fourth paragraph, because the crow starts to listen to the fox
- C. the sixth paragraph, because the crow opens its mouth and the sandwich falls

Activity 5: Antarctica

Questions 17 – 20

Type of Administration: Group

Estimated Time to Administer: 20 – 25 minutes

Materials

- Student Booklet
- Student Score Sheet

Notes

- TAs will read the bold text to introduce students to each of the activities. Students will read the passage and questions on their own. 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 24.

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.

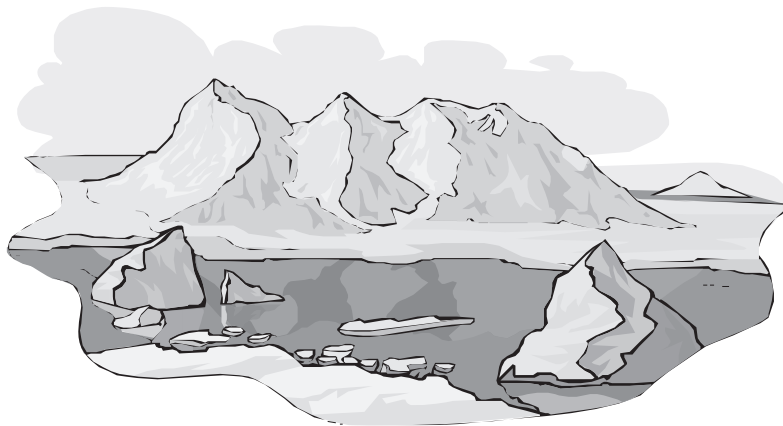
Antarctica

There are many interesting places on our Earth. One of these places is named Antarctica. Read to learn about this special place.

Land and Weather



Antarctica is about 9,000 miles away from Ohio. It is a huge mass of land on the south side of the Earth. It is bigger than the entire United States. Most of the land is dry and bare and covered with ice. There are lakes and rivers under the ice. The South Pole is in Antarctica.

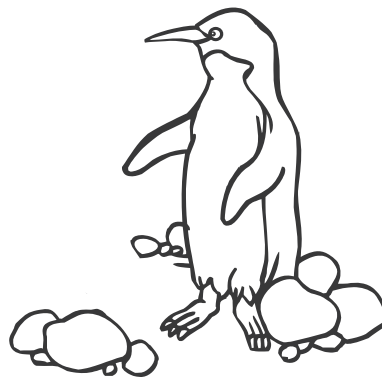


Antarctica is the coldest place on Earth. Even in summer it is often as cold as Ohio is in the winter. It stays below freezing most of the time. It is also very dry and windy. It rains very little. In the summer, it does not get dark there. In the winter, it is never light.

Plant and Animal Life



Antarctica is so cold that few plants can live there. There are no trees or bushes. There are only two kinds of flowers that can live in such a cold place. The plants that are in Antarctica are very small, like moss and grass. Many are too small for us to see. Some water plants can live in the lakes and the ocean.



Very few animals live in Antarctica year round. However, many animals visit or live there for part of the year. Animals that can be found there are seals, penguins, whales, and birds. There are also fish in the lakes and the ocean. These animals have adapted to live in the cold.

Explorers



Long ago, people knew there was land at the South Pole, but for many years they could not get there. The first time anyone got close enough to see the land was in 1820. It took many more years for people to reach the South Pole. They had to use special boats and dogsleds to get there. People from many places then came to explore. They all agreed to share the land.

People

Because it is so cold, no one lives in Antarctica for long. In fact, very few people stay all year. In the summer, there are about 4,000 scientists who come from all over the world to study. Wherever they come from, they all work together and help each other. Most stay about six months because the weather is so cold and windy; only a few stay for the winter. Those people call themselves “winterovers.” Even they only stay for two or three years.

Many people like to visit Antarctica because it is very different from other places. They usually stay for one or two weeks. They come on ships and get to see things they would never see at home. Visiting Antarctica is a big adventure. Visitors think that it is exciting to be so far from home. They can only come in the summer when it is a little warmer.

Antarctica is hard to get to, but if you go, you will see amazing things that you will never forget.

17. Use information from the text to list three animals that live in Antarctica for at least part of the year.

1. _____

2. _____

3. _____

Scoring Guidelines

Exemplar Response:

- seals
- penguins
- whales
- birds
- fish

| Points | Student Response |
|--------|---|
| 1 | Student response correctly names 3 animals mentioned in the text. |
| 0 | Student response names 2 or fewer animals mentioned in the text. |

18. According to the text, why do so few plants and animals live in Antarctica?

Scoring Guidelines

Exemplar Response:

- It is too cold.
- It is too dry.
- It is too windy.
- There is not enough/too much light.

Other Correct Response(s):

Other plausible, text-based responses will receive credit.

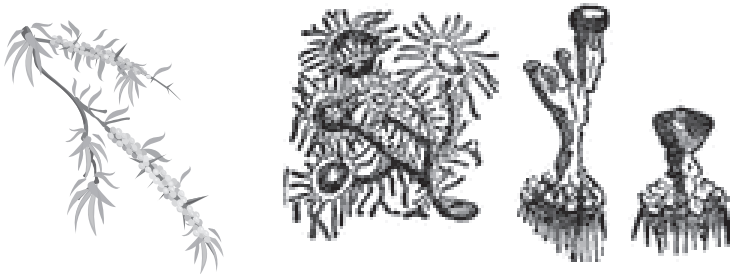
| Points | Student Response |
|--------|---|
| 1 | Student response correctly identifies a reason stated in the text. |
| 0 | Student response does not correctly identify a reason stated in the text. |

-
19. Which subheading includes information about the first people to reach the South Pole?
-

Scoring Guidelines

| Exemplar Response: Explorers | |
|---|--|
| Points | Student Response |
| 1 | Student response identifies the correct subheading. |
| 0 | Student response does not identify the correct subheading. |

20.



Why does the author include these pictures in the text?

- A. To help the reader understand how the plants in Antarctica look.
- B. To help the reader understand where the plants on the Antarctic continent grow.
- C. To help the reader understand the differences between the plants and animals of Antarctica.

Activity 6: Big Sister

Questions 21 – 24

Type of Administration: Group

Estimated Time to Administer: 20 – 25 minutes

Materials

- Student Booklet
- Student Score Sheet

Notes

- TAs will read the bold text to introduce students to each of the activities. Students will read the passage and questions on their own. 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 32.

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.

Big Sister



When my mom told me she was going to have a baby, I was really unhappy.

"That's awful! I don't want a new brother or sister!" I groaned. "I don't want to share my room, and I don't want to share my toys either. Babies are useless and nothing but trouble!"

"You'll love the new baby, Neveah," my mom kept saying. She said that it would look up to me and that I could teach it things, but I didn't care about that. I wanted everything to stay the same, and I certainly didn't want a baby in the way all the time. I told my friends how lucky they were that they weren't going to have a new brother or sister to ruin their lives. Nobody understood. Some of my friends even thought I was lucky, but I would never agree.

One morning when I woke up and went into the kitchen, my grandma was there. She was smiling from ear to ear. She told me that my mom had gone to the hospital to have the baby. I asked if we could return it but she just laughed and explained that I would like the baby once I got to know it. I didn't believe her at all. It seemed impossible that I would ever change my mind. Grandma helped me get ready for school and walked me down to get on the bus.



After school, my grandma greeted me at my classroom door and took me to the hospital to visit my mom and the baby. I was grumpy all the way there. My grandma told me not to worry. She said that I wouldn't have to share my room because the baby would need to sleep near my mom. That made me feel a little better, but not much.



When we got there, I was excited to see my mom! I wasn't so happy about the baby, but I tried to pretend a little, just to be polite. A nurse went down the hall to get the baby so I could see her. I started to feel a tiny bit curious.

"You have to be really careful when you hold her," my mom said. "She's little, and she'll need you to take care of her." I was actually starting to feel important.



Then the nurse carried the baby in and handed her to my mom. She looked like a little bundle, all wrapped up in a soft blanket. I was surprised to see how tiny she was — and she was really cute, too. That was an even bigger surprise.

“What’s her name?” I asked.

“We haven’t named her yet,” my mom replied. “Since you’re going to be the big sister, I thought maybe you would like to choose her name. That’s a very important job and I thought you would choose a really special name.”

I smiled. I decided a new baby wasn’t going to be so bad. I just might enjoy being a big sister after all.



21. Give two reasons from the text that Neveah does not want a new baby in the family.

1. _____

2. _____

Scoring Guidelines

Exemplar Response:

- She doesn't want to share her room.
- She doesn't want to share her toys.
- She thinks that babies are useless.
- She thinks that babies are nothing but trouble.
- She doesn't want a baby in the way all the time.
- She wants things to stay the same.
- She thinks a baby will ruin her life.

NOTE: Other plausible, text-based responses will receive credit.

| Points | Student Response |
|--------|--|
| 1 | Student response provides 2 correct reasons from the text. |
| 0 | Student response provides 1 or no reasons and/or provides reasons not supported by the text. |

22. This sentence is from the text.

“I told my friends how lucky they were that they weren’t going to have a new brother or sister to **ruin** their lives.”

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

- A. boss
- B. follow
- C. upset

23. Grandma and Neveah talk about the baby in the morning.

Does grandma feel the same as Neveah about the new baby?

- A. Yes, grandma and Neveah feel the same.
- B. No, grandma is scared and Neveah is happy.
- C. No, grandma is excited and Neveah is not happy.

24. What does the first picture show about Neveah's mood?

Scoring Guidelines

Exemplar Response:

- The girl has a grumpy look on her face.
- Her arms are crossed because she is not happy.
- She looks mad/angry.

NOTE: Other plausible, text-based responses will receive credit.

| Points | Student Response |
|--------|---|
| 1 | Student response gives a valid explanation of what the first picture shows about Neveah's mood. |
| 0 | Student response does not give a valid explanation of what the first picture shows about Neveah's mood. |

Activity 7: Prefixes

Question 25

Type of Administration: Group

Estimated Time to Administer: 5 minutes

Materials

- Student Booklet
- Student Score Sheet

Notes

- TAs will read the bold text to introduce students to each of the activities. 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 39.

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 5 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.

25. Look at the sentences below. Choose a prefix from the first box and a root word from the second box to make new words that will complete each sentence.

| | |
|------------------------|--|
| non- pre- mis- dis- | sense honest use fiction please place |
|------------------------|--|

A biography is an example of a _____ text.

If we lose our homework, we _____ it.

When you tell a lie, you are being _____.

Scoring Guidelines

| Exemplar Response: nonfiction, misplace, dishonest | |
|--|--|
| Points | Student Response |
| 1 | Student response correctly constructs 3 words using prefixes and places them in the appropriate sentences. |
| 0 | Student response does not correctly construct 3 words using prefixes and/or place them in the appropriate sentences. |

Activity 8: Suffixes

Question 26

Type of Administration: Group

Estimated Time to Administer: 5 minutes

Materials

- Student Booklet
- Student Score Sheet

Notes

- TAs will read the bold text to introduce students to each of the activities. 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 40.

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 5 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.

26. Look at the sentences below. Choose a root word from the first box and a suffix from the second box to make new words that will complete each sentence.

| | | | | |
|---------|-------|-------|-------|-------|
| thought | sad | quick | -less | -ness |
| care | teach | fear | -ful | -er |

My _____ shows me how to multiply and divide.

Please be _____ when you are carrying the dishes to the table.

The child was filled with _____ when her ice cream cone fell on the ground.

Scoring Guidelines

Exemplar Response:
teacher, careful, sadness

| Points | Student Response |
|--------|--|
| 1 | Student response correctly constructs 3 words using suffixes and places them in the appropriate sentences. |
| 0 | Student response does not correctly construct 3 words using suffixes and/or place them in the appropriate sentences. |

Activity 9: Prefixes

Question 27

Type of Administration: Group

Estimated Time to Administer: 5 minutes

Materials

- Student Booklet
- Student Score Sheet

Notes

- TAs will read the bold text to introduce students to each of the activities. 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 41.

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 5 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.

27. Look at the sentences below. Choose a prefix from the first box and a root word from the second box to make new words that will complete each sentence.

| | |
|-----------|-----------------------|
| non- pre- | agree sense honest |
| mis- dis- | understand please use |

If you _____ the directions, you may not get an A on the project.

Dr. Seuss uses many _____ words in his books. They have no real meaning.

My sister and I _____ about which ice cream flavor is the best. I like chocolate and she likes strawberry.

Scoring Guidelines

| Exemplar Response: misunderstand, nonsense, disagree | |
|--|--|
| Points | Student Response |
| 1 | Student response correctly constructs 3 words using prefixes and places them in the appropriate sentences. |
| 0 | Student response does not correctly construct 3 words using prefixes and/or place them in the appropriate sentences. |

Activity 10: Suffixes

Question 28

Type of Administration: Group

Estimated Time to Administer: 5 minutes

Materials

- Student Booklet
- Student Score Sheet

Notes

- TAs will read the bold text to introduce students to each of the activities. 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 42.

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 5 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.

28. Look at the sentences below. Circle the correct word to complete each sentence.

A. It was very _____ of my friend to share her candy bar with me.

thought thoughtless thoughtful

B. The two pieces of wood were the same _____.

thickest thickly thickness

C. The bus _____ takes us to school each day.

driven driver driving

Scoring Guidelines

| Exemplar Response: thoughtful, thickness, driver | |
|--|---|
| Points | Student Response |
| 1 | Student response has the correct word circled in all 3 sentences. |
| 0 | Student response does not have the correct word circled in all 3 sentences. |

Activity 11: Reading Multi-Syllable Words

Question 29

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 59 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 59 from the manual for use during the administration. If TAs are comfortable with the script and scoring, they can refer directly to page 59 of the manual during the administration of this activity.

-
29. **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. What questions do you have before we begin?**

Answer any student questions, then show the student the word list. Cover all but the first word with 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 three seconds, prompt the student to move on to the next word.

Scoring Guidelines

| Points | Student Response |
|--------|---|
| 1 | The student reads at least 9 out of 10 words correctly. |
| 0 | The student reads 8 or fewer words correctly. |

astonish

cleverly

usual

suddenly

decorate

impossible

January

elevator

watermelon

comfortable

