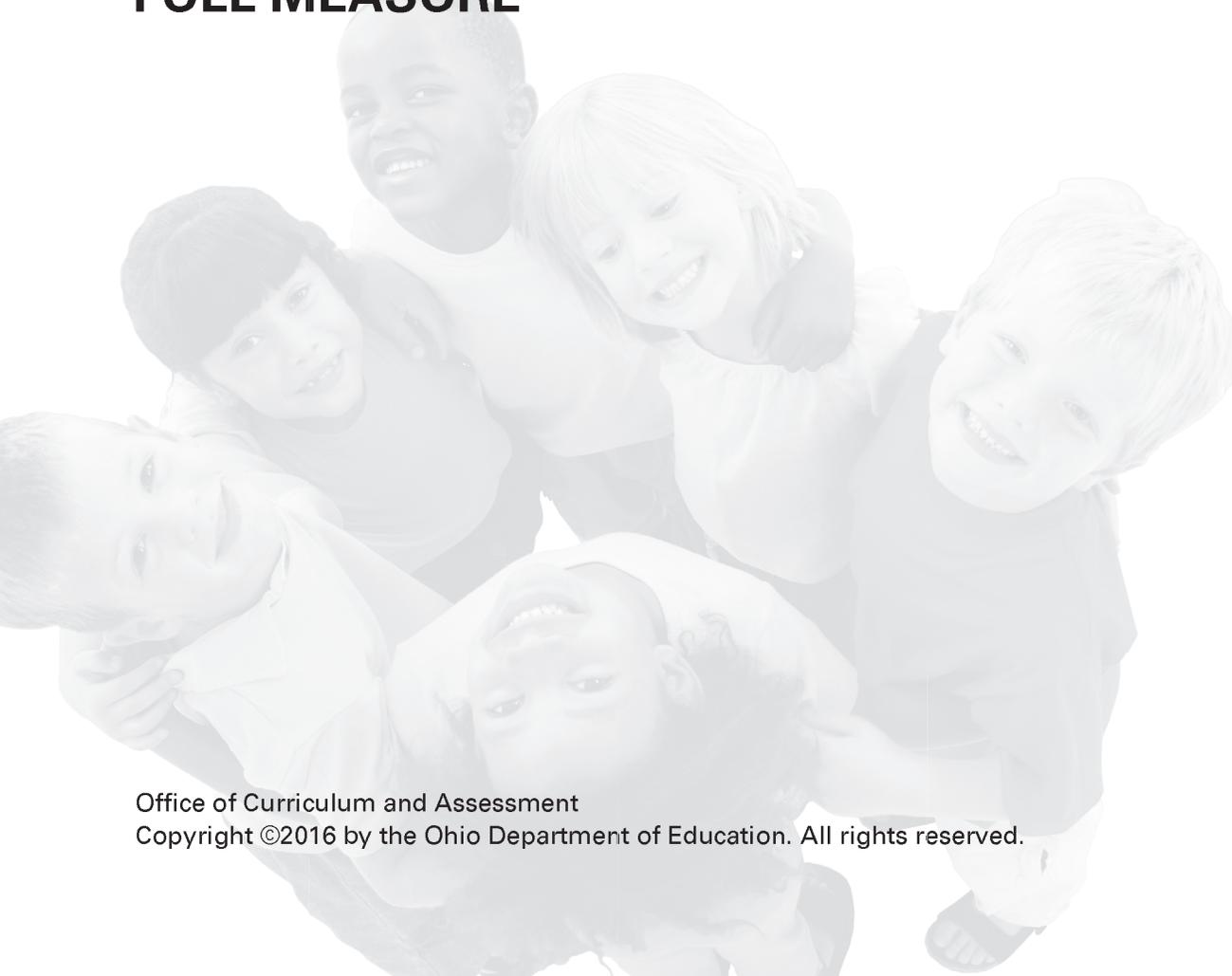


Ohio's Diagnostic Assessments

GRADE K MATHEMATICS

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

	Page Number	Item Number	Domain(s)	Standard(s)
Activity 1				
	9	1	Counting and Cardinality	K.CC.C.6
	10	2	Operations and Algebraic Thinking	K.OA.A.5
	11	3	Operations and Algebraic Thinking	K.OA.A.2
	12	4	Counting and Cardinality	K.CC.A.3
	13	5	Operations and Algebraic Thinking	K.OA.A.2
	14	6	Counting and Cardinality	K.CC.C.7
	15	7	Geometry	K.G.B.6
	16	8	Geometry	K.G.A.1

	Page Number	Item Number	Domain(s)	Standard(s)
Activity 2				
	19	9	Counting and Cardinality	K.CC.A.2
	21	10	Counting and Cardinality	K.CC.B.4a
	22	11	Measurement and Data	K.MD.B.3
	24	12	Geometry	K.G.A.2
	25	13	Geometry	K.G.B.4

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.
- *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.

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- *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

Teacher Provided Materials

- Paper Clips (8)

The teacher provided materials are intended to be instructional materials that may be found in the classroom. It is not the intent to have the teacher purchase additional materials.

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

Questions 1 – 8

Type of Administration: Group

Estimated Time to Administer: 15 - 20 minutes

Materials

- Student Booklet
- Student Score Sheet

Notes

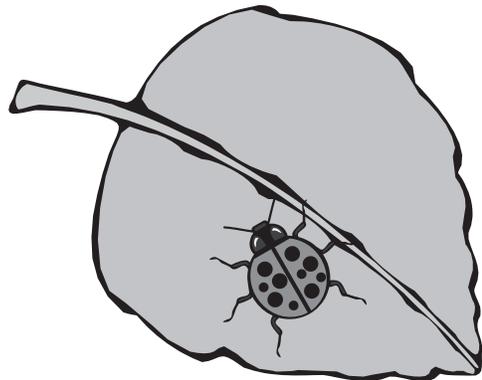
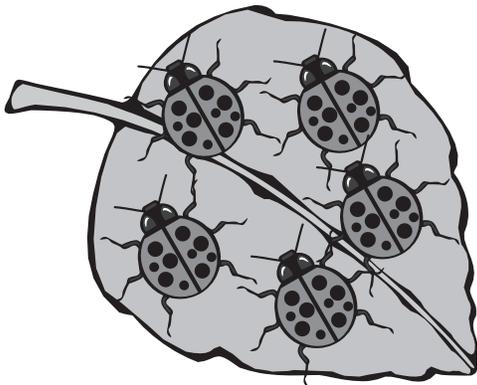
- TAs will read the bold text to guide students through the administration of the items and should reference the item numbers to orient students. You may repeat any information up to three times.
- Students will respond directly in the Student Booklets provided with the test materials. Some items may ask students to write a response; others may call for circling an option or selecting from three options (A, B or C). TAs should be mindful in allowing sufficient time for students to respond to each item after it is read aloud.
- 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.

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

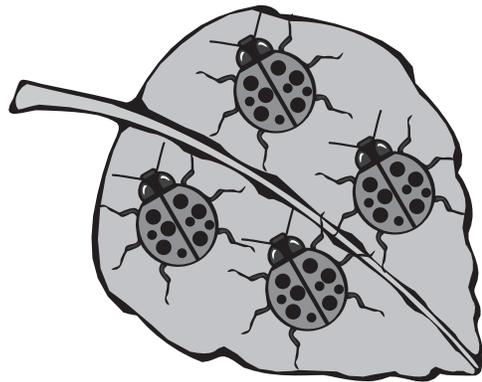
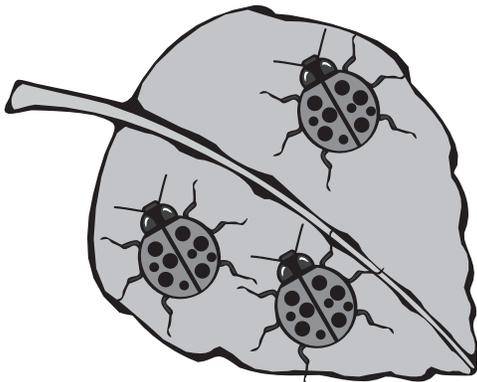
1. Here are two leaves with ladybugs on them.



Circle the leaf with more ladybugs.

Wait for a response.

Here are two more leaves with ladybugs on them.

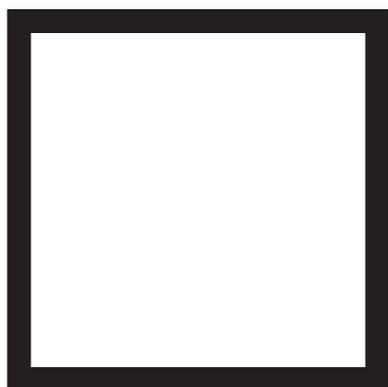


Circle the leaf with more ladybugs.

Scoring Guidelines

Points	Student Response
1	The student identifies the correct leaf in both instances (the leaf with five ladybugs and the leaf with four ladybugs).
0	The response is incorrect or irrelevant.

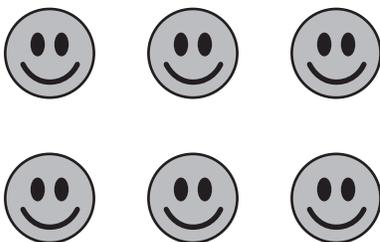
2. Solve this equation.

 $= 5 - 1$

Scoring Guidelines

Points	Student Response
1	The student indicates the number 4.
0	The response is incorrect or irrelevant.

-
3. Jane has six stickers. She gave away 2 stickers. How many stickers does Jane have now?



Jane now has _____ stickers.

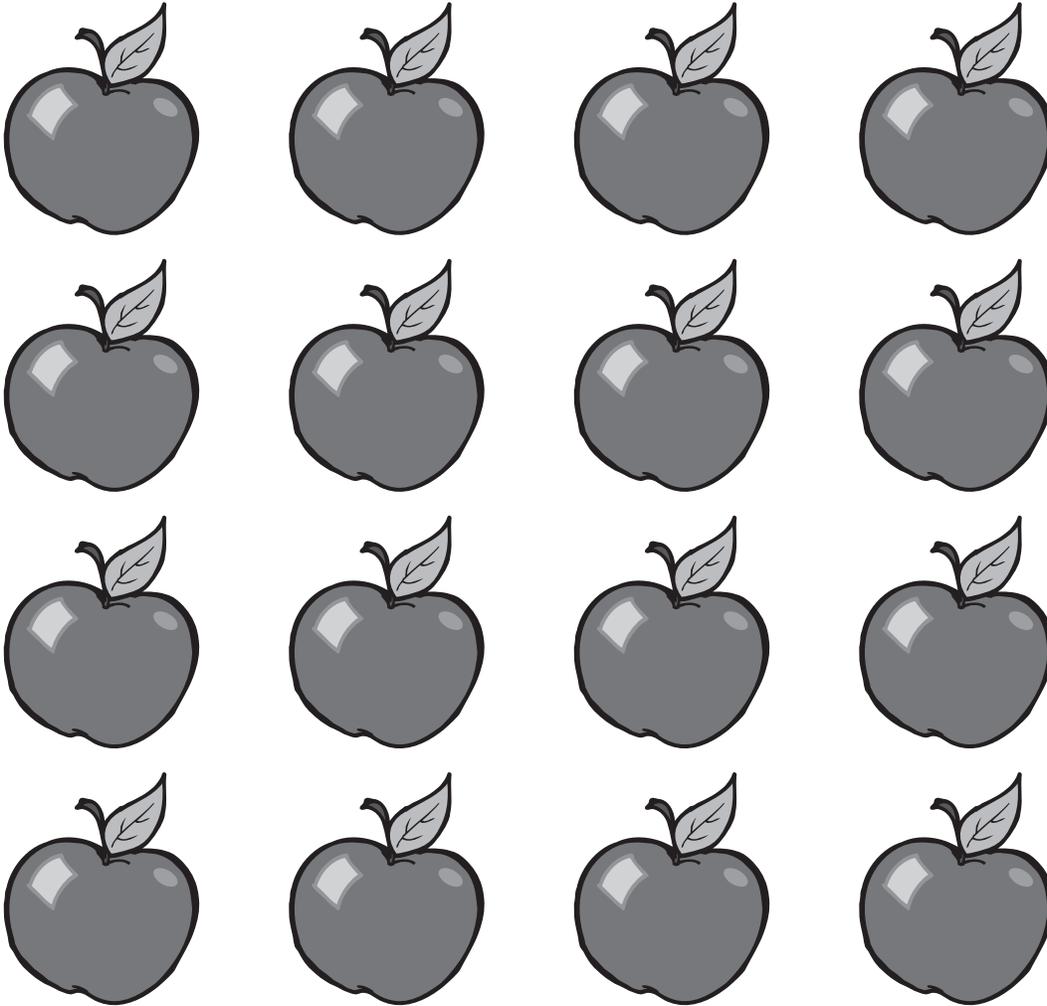
Show your work.

If your students could use more direction about how to show their work, prompt them by saying, **“Write a number sentence or use a drawing to show how you know your answer is correct.”**

Scoring Guidelines

Points	Student Response
2	The student correctly responds “4” with adequate supporting work. Note: Students may cross out 2 of the smiley faces to show their work.
1	The student only responds “4” OR shows a correct strategy with a minor calculation error.
0	The response is incorrect or irrelevant.

4.

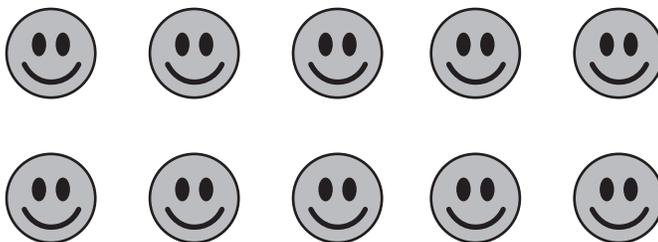


Write the number of apples here: _____

Scoring Guidelines

Points	Student Response
1	The student records or states the number "16."
0	The response is incorrect or irrelevant.

-
5. Lavar had these 10 stickers. He gave 9 stickers away. How many stickers does he have now?



Lavar now has _____ stickers.

Show your work.

If your students could use more direction about how to show their work, prompt them by saying, **“Write a number sentence or use a drawing to show how you know your answer is correct.”**

Scoring Guidelines

Points	Student Response
2	The student responds 1 with adequate supporting work. Note: Work may be crossing out 9 of the 10 stickers.
1	The student only responds “1” OR provides a correct strategy with a minor calculation error.
0	The response is incorrect or irrelevant.

6. For each pair of numbers, circle the greater number.

2 8

7 5

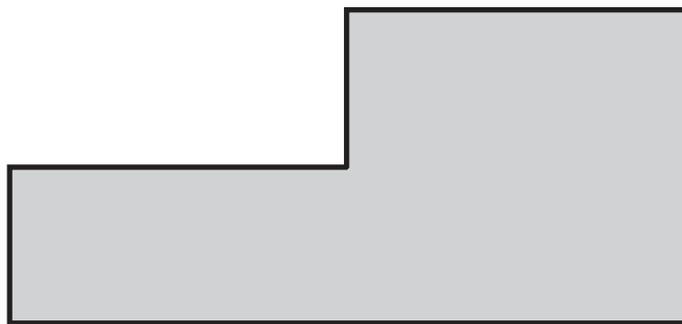
3 4

9 6

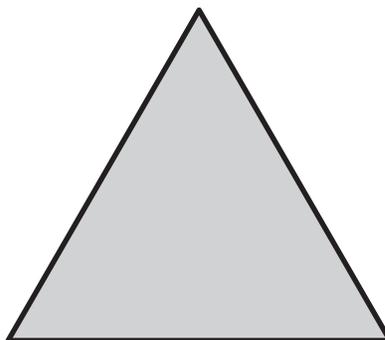
Scoring Guidelines

Exemplar Response: <ul style="list-style-type: none">• 8• 7• 4• 9	
Points	Student Response
2	The student correctly circles the greater number for all four pairs.
1	The student correctly circles the greater number for two or three of the four pairs.
0	The student correctly circles the greater number for one or fewer of the four pairs.

7. Here is part of a rectangle.



Circle the piece that completes the rectangle.



Wait for a response.

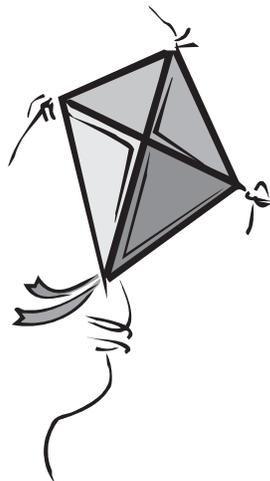
Scoring Guidelines

Points	Student Response
1	Student indicates the correct piece (the small rectangle) needed to complete the rectangle.
0	The response is incorrect or irrelevant.

8. Here is a tree.

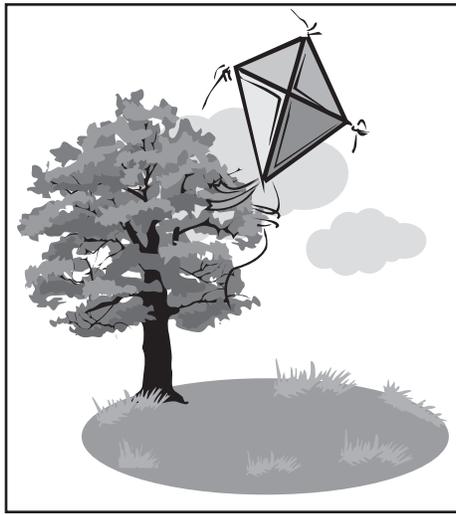


Here is a kite.

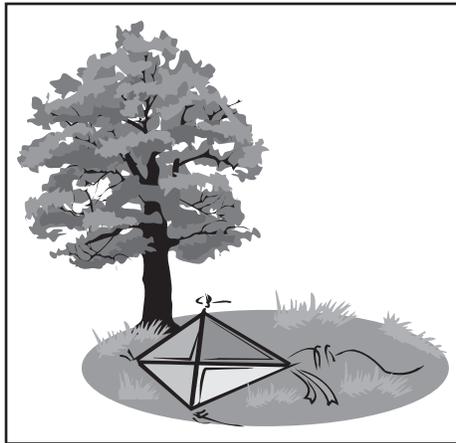


Circle the picture that shows the kite above the tree.

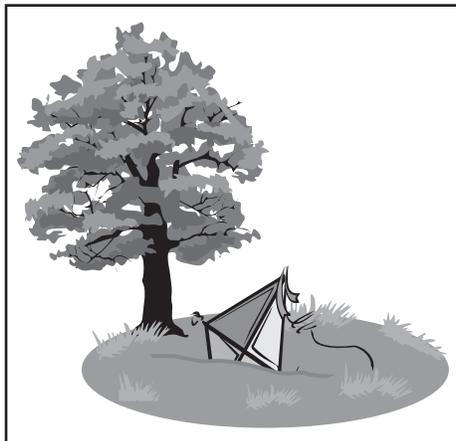
A.



B.



C.



Activity 2

Questions 9 – 13

Type of Administration: Individual

Estimated Time to Administer: 10 - 15 minutes per student

Materials

- Item Cards
- Student Score Sheet

Teacher Provided Materials

- Paper clips (8)

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

- Activity 2 contains a series of items that use two item cards. In advance of testing, TAs should cut apart the number cards and the sheet of shapes.
- Question 10 requires students to count paper clips. Please have eight paper clips available.

Number Cards

Cut the number cards so that the student can move them. Put the number cards in front of the student in this order: 0, 3, 6, 9, 1, 4, 7, 5, 10, 8, 2.

Here are some cards with numbers that we will use to answer the next question.

9. **Put the cards in order. Start with 0.**

Wait for a response.

If necessary, prompt, **“Find 0. What comes next?”**

Are you finished?

Wait for an affirmative response.

Scoring Guidelines

Points	Student Response
3	The student orders number cards from 0 to 10 accurately.
2	The student orders number cards from 0 to 10 with one error; for example, one number out of order or one reversal.
	2 point sample answer: For example, student orders number cards to at least 7 accurately, but makes one error or cannot complete ordering beyond 8.
1	The student orders number cards from 0 to 10 with two errors, such as cards out of order or reversals.
	1 point sample answer: For example, student orders number cards to at least 5 accurately, but makes two errors or cannot complete ordering beyond 6.
0	The student makes more than three errors when ordering the cards.
	The response is incorrect or irrelevant.

10. Put 8 paper clips in front of the student.

Count these paper clips for me.

If necessary, prompt, **“Count out loud.” “What comes next?”** or **“Then, what?”**

Scoring Guidelines

Points	Student Response
3	Student counts 8 paper clips without prompting.
2	Student counts 8 paper clips with one prompt; for example, “What comes next?” or “Then what?”
	2 point sample answer: For example, the student counts 8 paper clips with one error; for example, student skips one number, puts one number not in order, or reverses two numbers, such as “6, 5, 7 ...”
1	Student counts 8 paper clips with two prompts. OR Student counts 8 paper clips with two errors, such as skipped numbers, numbers out of order or numbers reversed.
	1 point sample answer: For example, the student counts at least 5 paper clips without errors, or prompts, but makes multiple errors or cannot complete counting beyond 5.
0	Student makes more than three errors and requires many prompts when counting.
	0 point sample answer: For example, the student counts 4 or fewer paper clips without errors or prompts.

Sorting Shapes and Objects

We will be using these shapes for the next set of questions.

Distribute the 15 shapes in front of the students.

11. Place the triangles, squares and circle cards in front of the student in random order and in different orientations.

Sort the shapes.

If necessary, prompt, **“Put the shapes into groups any way you like.”**

Wait for the student to sort.

Tell me about your groups.

Wait for a response.

If necessary, point to each group and prompt, **“Tell me about this group.”**

Scoring Guidelines

Points	Student Response
3	The student creates separate groups and explains how he or she sorted the groups. (Answers include number of sides, different shapes, corners/no corners, or pointy/not pointy. Other answers exist.)
2	The student creates separate groups and identifies how he or she sorted at least one group but not all groups.
	2 point sample answer: For example, the student groups the circle cards together and the triangles and squares in another group, points to the shapes and says "these have sides."
1	The student creates separate groups but is unable to explain how he or she sorted.
	1 point sample answer: For example, the student groups the circle and triangle cards together and the rectangle cards separately but cannot describe how the cards are grouped together.
0	The response is incorrect or irrelevant.

-
12. Put the 2 squares, the 5 triangle and the 2 hexagon cards in front of the student in random order and different orientations.

Here are some shapes.

Point to a square.

Wait for a response.

Point to a triangle.

Wait for a response.

Scoring Guidelines

Points	Student Response
2	The student points to the square first and the triangle second.
1	The student points to the square or the triangle, but not both.
0	The response is incorrect or irrelevant.

-
13. Put the 2 square cards, the 5 triangle cards and the 2 hexagon cards in front of the student in random order and different orientations.

Point to all the shapes with only three corners.

If you choose, you may say “**vertices**” instead of “**corners.**”

If necessary, you may prompt students by saying, “**Is that all the shapes with only three corners?**” or “**Any more?**”

Scoring Guidelines

Points	Student Response
2	The student points to all five triangles and no incorrect shapes. The student’s response requires no prompt.
1	The student points to at least two of five triangles and no more than one incorrect shape. The student points to all five triangles and no incorrect shapes, but requires one prompt.
0	The response is incorrect or irrelevant.

