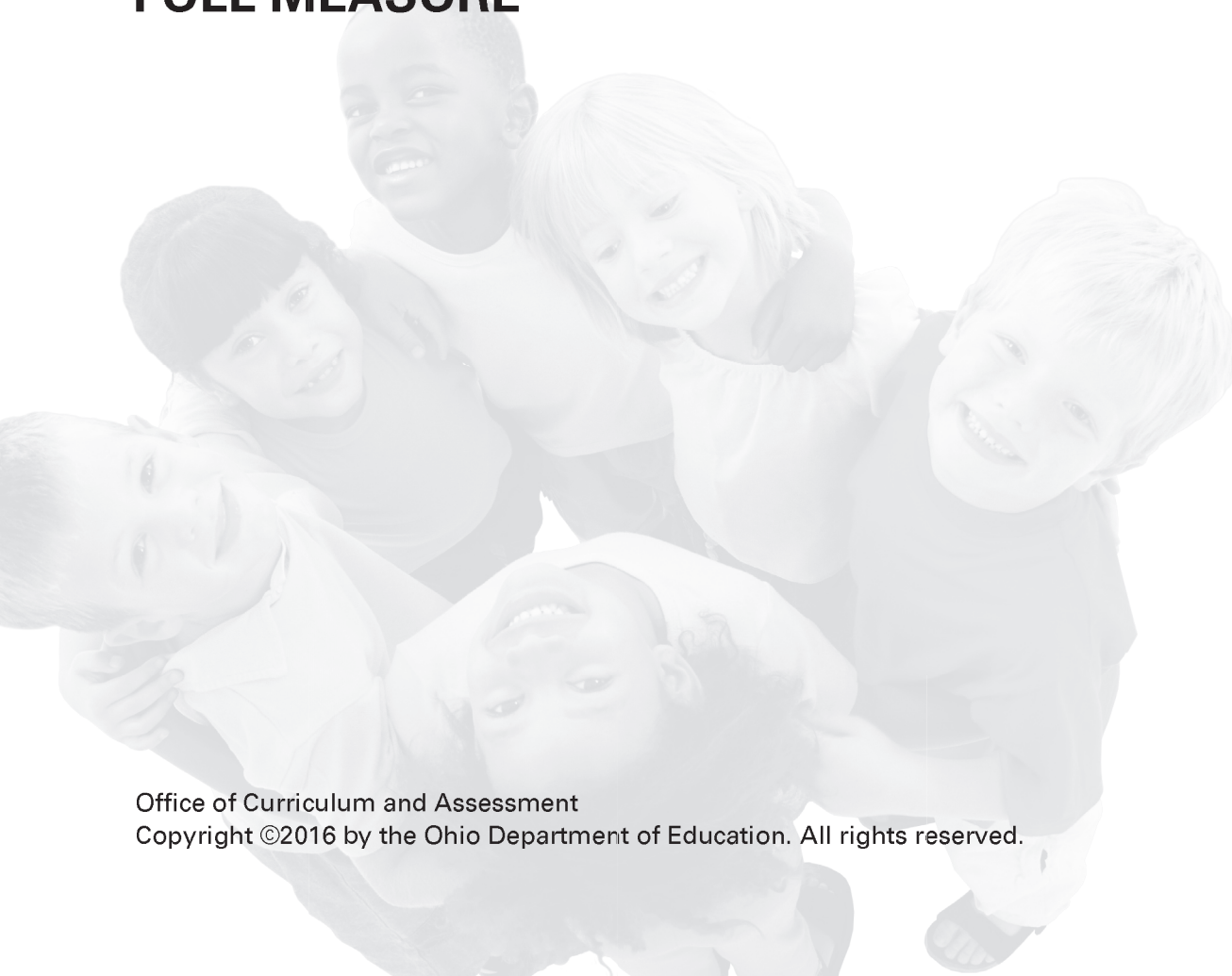


# Ohio's Diagnostic Assessments

# GRADE K 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 10) Questions 1 - 4	Opinion Writing (A New Bike)	Writing: Text Types and Purposes	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
		Language: Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B) Use frequently occurring nouns and verbs.
			Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C) Write a letter or letters for most consonant and short-vowel sounds (phonemes).

	Activity	Strand/Topic(s)	Standard Statement(s)
<b>Session 2</b>			
Activity 2 (page 15) Questions 5 - 8	Narrative Writing (Racing at Recess)	Writing: Text Types and Purposes	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
		Language: Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B) Use frequently occurring nouns and verbs.
			Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C) Write a letter or letters for most consonant and short-vowel sounds (phonemes).

	Activity	Strand/Topic(s)	Standard Statement(s)
<b>Session 3</b>			
Activities 3 - 6 (page 19) Questions 9 - 24	Sentence Writing (Kim) Sentence Writing (Zip) Sentence Writing (Wes) Sentence Writing (Pam)	Language: Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A) Capitalize the first word in a sentence and the pronoun I.
			Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B) Recognize and name end punctuation.
			Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C) Write a letter or letters for most consonant and short-vowel sounds (phonemes).
			Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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## 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.

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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: Opinion Writing (A New Bike)

### Questions 1 – 4

Type of Administration: Group

Estimated Time to Administer: 30 minutes

#### Materials

- Student Booklet
- Student Score Sheet

#### Notes

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

#### Getting Started

Ask students to open the Student Booklet to page 1.

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

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Today you will listen as I read a story. The name of this story is “A New Bike.” Follow along using the pictures as I read the story. When I finish reading the story, you are going to draw and write what you liked or didn’t like about the story.

Read the story aloud twice.

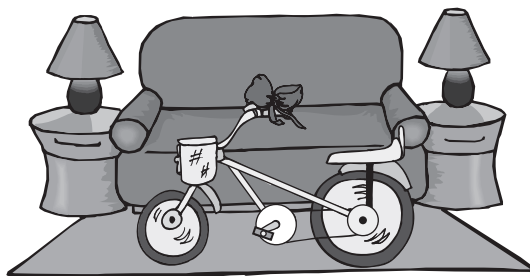
Ana was excited. Today was her birthday! She was six years old. Her mom baked her a birthday cake and was going to make her favorite dinner. But that was not the most exciting part. Ana was excited because she was going to get a special present. She was going to get a new bike!



Ana ran into the kitchen. Her mom and her big brother were already there. “Happy Birthday, Ana!” they said as she came into the room.

“Do you want to see your present?” her brother asked.

“Yes, please!” Ana answered, and her family took her into the living room.

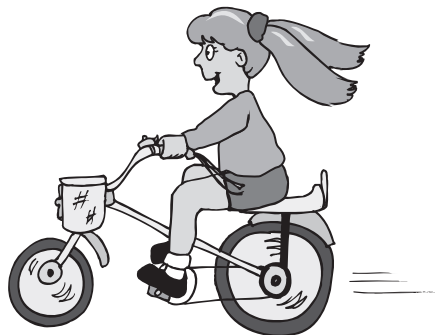


There, in the middle of the floor, with a big bow on the handlebars, was a shiny new bike. It was red with a white seat. There was a little basket attached to the front. And the best part was, no training wheels!

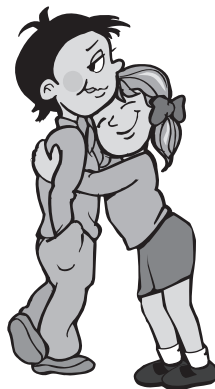
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Ana ran to the bike and hugged it. Then she hugged her mom and her brother. He helped her take the bike outside. He held it still while she climbed on. It was kind of scary to be sitting on a bike without training wheels. Ana's feet barely touched the ground. Her brother kept his hand on the seat and said, "Go ahead, pedal. I'll help you."

Ana started to pedal and the bike moved slowly down the sidewalk. Ana's brother moved along with her, helping her balance. At first, Ana was still a little scared. The bike wobbled side to side, and she was afraid she would fall. "Pedal faster," said her brother, "You'll be okay."



Ana pedaled faster. Once or twice, she almost fell over, but her brother kept her going. Ana pedaled and pedaled. She tried to concentrate on steering the bike. Suddenly she realized that she was riding! Ana laughed out loud as she rode her new bike all the way to the corner. She put her feet down to help her stop.



Ana gave her brother a big hug.

"This is the best birthday ever!" she said happily as she turned the bike around and headed for home.

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Pause for a few moments to indicate that you are done reading the story.

**Think about the story you just heard. In a few minutes, you are going to draw and write your opinion of the story. That means that you will tell if you liked the story. Maybe you really liked it a lot, you liked it a little bit, or you didn't really like it. You can also tell if there was a part of the story that you liked best. You might say "I liked it when," and then tell your favorite part of the story. You might say "I didn't like the part where" and tell something about the story that you didn't enjoy. When you have your opinion in your head, let me know.**

Use a classroom management strategy/technique that you commonly use to have students signal that they are ready. Allow students time to think about the story. Monitor to be sure each student has an idea.

**Think about your opinion.**

Direct students' attention to their Student Booklets. Point to each section on the booklet as you give instructions.

**Please point to the box at the top of the page. In this box draw a picture that shows your opinion of the story.**

Pause and allow students time to draw.

**Underneath the picture are some lines for writing.**

Point to these lines on both pages.

**This is where you can write about your picture. Think about where to use capital letters and periods. If you don't know how to spell the words you want to use, it is okay. Think about the sounds you hear in the word and write as many of the sounds as you can. When you are ready to begin writing about your picture to tell your opinion of the story, you may begin.**

Pause and allow students time to write.

While students work, monitor the class. After 10 minutes, you may choose to allow students to dictate sentences while you write these sentences on the sheet, above or below student attempts at writing. Do not coach or prompt students beyond asking **"What do you want me to write?"** or **"What do you want to say?"** After approximately 15 to 20 minutes of writing time, collect all student materials.

## Scoring Guidelines

K Full Measure	2 points	1 point	0 points
<p><b>1.</b> Content (Writing)</p>	<p>Using a combination of drawing, dictating, and emergent writing, student composes a text that includes a topic with connected information and/or related events. Student writes letters and word approximations that often follow phonetic patterns.</p>	<p>Using a combination of drawing, dictating, and emergent writing, student creates non-representational images with related words and/or phrases in their descriptions. Student attempts words, often focusing on the beginning sound.</p>	<p>Using a limited combination of drawing, dictating, and emergent writing, student creates marks on paper that may be verbally labeled and loosely connected to a topic. Student uses letters and marks to represent words.</p>
<p><b>2.</b> Written Expression (Writing)</p>	<p>Student draws a recognizable picture or series of pictures specific to a topic that reflects story construction (some sense of beginning, middle, and end). Written work (dictated or self-produced) represents complete thoughts and student attempts to read back what has been written.</p>	<p>Student draws images that may not be representational and includes words/phrases that may be loosely connected to a topic. Dictation may wander off topic. Student may attempt to read back what has been dictated or written with little success.</p>	<p>Student makes marks on paper that they identify inconsistently if at all. Student may not differentiate between marks that are representations of print and those that represent images.</p>
<p><b>3.</b> Conventions (Language)</p>	<p>Student has written work that is distinct from what has been drawn. Written work reflects an early understanding of spelling structures and the conventions of print (capital letters and end marks). Student often uses letters from his/her own name when creating unfamiliar words.</p>	<p>Student produces written text that frequently uses letters from his/her own name. Student may over-generalize simple rules of convention (periods, capital letters). Dictated work may be a stream of thought (often connected by the word 'and') that has no clear separation of thought or topic.</p>	<p>Student makes few comments about work. Writing and drawing attempts are limited. Little, if any, understanding of conventions (in print and drawing) is apparent.</p>
<p><b>4.</b> Grammar (Language)</p>	<p>Using dictation, student includes frequently occurring nouns, verbs, correct plural formations and prepositions. Dictation includes primarily full sentences that reflect complete thoughts.</p>	<p>Using dictation, student primarily labels or categorizes attempts at drawing. Frequently occurring words are used, though sentence construction is limited. Student may have some understanding of oral grammatical constructions, but speech still reflects over-generalizations.</p>	<p>Dictation is rarely/seldom initiated. Student may respond to teacher directed questions with single words or simple phrases. When drawing attempts are present, student uses inconsistent labels. (i.e. identifying two things with the same name - 'my dog')</p>



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## Activity 2: Narrative Writing (Racing at Recess)

### Questions 5 – 8

Type of Administration: Group

Estimated Time to Administer: 30 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 4.

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

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Today you will listen as I read a story. The name of the story is “Racing at Recess.”

Read the story aloud twice.

**It was time for recess. I was excited. I was going to race with my friends today.**

**When I got outside, my friends and I went over to the starting line. We got ready to run. One girl yelled “Ready, set, go!” and we all started running.**

**I was running as fast as I could. I felt like I was flying! I ran faster and faster. I started passing people. When I got to the finish line, I was first. I won the race! I jumped up and raised my hands above my head. My friend gave me a high five.**

**“Let’s race again,” I said, and we all went back to the starting line. We raced and raced until it was time to go in. I had a lot of fun at recess.**

**Think about the story you just heard. In the story, some children run races at school. One child tells about what happened in order. The story also has a lot of details about what happened. It tells what that child did and how she felt. Now you are going to get ready to write about something you have done that was fun. It could be something you did with your family or your friends or by yourself. It could be something that happened at home, at school, or somewhere else. You should write about something that you remember really well so that you can share a lot of details about what happened. Think about some of the things you have done that were fun. When you have some ideas, please let me know.**

Use a classroom management strategy/technique that you commonly use to have students signal that they are ready. Allow students time to think about the story. Monitor to be sure each student has an idea.

**Think about the fun time you chose.**

Direct students’ attention to their Student Booklets. Point to each section on the booklet as you give instructions.

**Please point to the box at the top of the page. In this box draw a picture that shows something you have done that was fun.**

Pause and allow students time to draw.

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Underneath the picture are some lines for writing.

Point to these lines on both pages.

**This is where you can write about your picture. Think about where to use capital letters and periods. If you don't know how to spell the words you want to use, it is okay. Think about the sounds you hear in the word and write as many of the sounds as you can. When you are ready to begin writing about your picture to tell what happened when you had fun, you may begin.**

Pause and allow students time to write.

While students work, monitor the class. After 10 minutes, you may choose to allow students to dictate sentences while you write these sentences on the sheet, above or below student attempts at writing. Do not coach or prompt students beyond asking **“What do you want me to write?”** or **“What do you want to say?”** After approximately 15 to 20 minutes of writing time, collect all student materials.

<b>K Full Measure</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
<p><b>5.</b> Content (Writing)</p>	<p>Using a combination of drawing, dictating, and emergent writing, student composes a text that includes a topic with connected information and/or related events. Student writes letters and word approximations that often follow phonetic patterns.</p>	<p>Using a combination of drawing, dictating, and emergent writing, student creates non-representational images with related words and/or phrases in their descriptions. Student attempts words, often focusing on the beginning sound.</p>	<p>Using a limited combination of drawing, dictating, and emergent writing, student creates marks on paper that may be verbally labeled and loosely connected to a topic. Student uses letters and marks to represent words.</p>
<p><b>6.</b> Written Expression (Writing)</p>	<p>Student draws a recognizable picture or series of pictures specific to a topic that reflects story construction (some sense of beginning, middle, and end). Written work (dictated or self-produced) represents complete thoughts and student attempts to read back what has been written.</p>	<p>Student draws images that may not be representational and includes words/phrases that may be loosely connected to a topic. Dictation may wander off topic. Student may attempt to read back what has been dictated or written with little success.</p>	<p>Student makes marks on paper that they identify inconsistently if at all. Student may not differentiate between marks that are representations of print and those that represent images.</p>
<p><b>7.</b> Conventions (Language)</p>	<p>Student has written work that is distinct from what has been drawn. Written work reflects an early understanding of spelling structures and the conventions of print (capital letters and end marks). Student often uses letters from his/her own name when creating unfamiliar words.</p>	<p>Student produces written text that frequently uses letters from his/her own name. Student may over-generalize simple rules of convention (periods, capital letters). Dictated work may be a stream of thought (often connected by the word 'and') that has no clear separation of thought or topic.</p>	<p>Student makes few comments about work. Writing and drawing attempts are limited. Little, if any, understanding of conventions (in print and drawing) is apparent.</p>
<p><b>8.</b> Grammar (Language)</p>	<p>Using dictation, student includes frequently occurring nouns, verbs, correct plural formations and prepositions. Dictation includes primarily full sentences that reflect complete thoughts.</p>	<p>Using dictation, student primarily labels or categorizes attempts at drawing. Frequently occurring words are used, though sentence construction is limited. Student may have some understanding of oral grammatical constructions, but speech still reflects over-generalizations.</p>	<p>Dictation is rarely/seldom initiated. Student may respond to teacher directed questions with single words or simple phrases. When drawing attempts are present, student uses inconsistent labels. (i.e. identifying two things with the same name - 'my dog')</p>

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## Activity 3: Sentence Writing (Kim)

### Questions 9 – 12

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 6.

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Today you are going to do a writing activity.

In this activity, you will show what you know about words and sounds, capital letters, and punctuation by writing a sentence. Put your finger on the first line for this activity in your Student Booklet to show me you know where we are.

Monitor students to ensure that they are at the correct place.

Let's begin. You will listen to me as I say a sentence. Then you will say the sentence out loud with me. As I say the sentence the second time, you will begin writing the sentence on the line. As you write, I will repeat each word in the sentence slowly so that everyone has time to listen to the sounds and write them on their paper. It is okay if you 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 this sentence.

Kim and I fed ten ducks at the pond.

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 to use capital letters and punctuation correctly. If at any time you need me to slow down or repeat a word, let me know.

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

- 
9. Capitalize the first word in the sentence and the pronoun "I."

**Scoring Guidelines**

Points	Student Response
1	Student response shows correct capitalization of the first word in the sentence AND the pronoun "I."
0	Student response does not show correct capitalization of the first word in the sentence OR the pronoun "I." Students who write in all capital letters do not get credit for correct capitalization.

10. Demonstrate command of end punctuation.

**Scoring Guidelines**

Points	Student Response
1	Student response correctly ends the sentence with a period or exclamation point.
0	Student response does not correctly end the sentence with a period or exclamation point.

- 
11. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

**Scoring Guidelines**

Points	Student Response
1	Student response represents at least 3 short vowel sounds and 8 consonant sounds phonetically.
0	Student response does not correctly represent at least 3 short vowel sounds AND at least 8 consonant sounds phonetically in the sentence.

12. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Scoring Guidelines**

Points	Student Response
1	Student response shows correct spelling of at least 5 of the words using recognizable phonetic spellings.  For example, the student sentence might be written as: "Cim and I fed ten duks at the pod."
0	Student response shows correct spelling of 4 or fewer of the words using recognizable phonetic spellings.



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## Activity 4: Sentence Writing (Zip)

### Questions 13 – 16

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 6.

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Today you are going to do a writing activity.

In this activity, you will show what you know about words and sounds, capital letters, and punctuation by writing a sentence. Put your finger on the first line for this activity in your Student Booklet to show me you know where we are.

Monitor students to ensure that they are at the correct place.

Let's begin. You will listen to me as I say a sentence. Then you will say the sentence out loud with me. As I say the sentence the second time, you will begin writing the sentence on the line. As you write, I will repeat each word in the sentence slowly so that everyone has time to listen to the sounds and write them on their paper. It is okay if you 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 this sentence.

**My big dog Zip and I ran in the wet mud.**

**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 to use capital letters and punctuation correctly. If at any time you need me to slow down or repeat a word, let me know.**

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

- 
13. Capitalize the first word in the sentence and the pronoun "I."

**Scoring Guidelines**

Points	Student Response
1	Student response shows correct capitalization of the first word in the sentence AND the pronoun "I."
0	Student response does not show correct capitalization of the first word in the sentence OR the pronoun "I." Students who write in all capital letters do not get credit for correct capitalization.

14. Demonstrate command of end punctuation.

**Scoring Guidelines**

Points	Student Response
1	Student response correctly ends the sentence with a period or exclamation point.
0	Student response does not correctly end the sentence with a period or exclamation point.

- 
15. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

**Scoring Guidelines**

Points	Student Response
1	Student response represents at least 3 short vowel sounds and 8 consonant sounds phonetically.
0	Student response does not correctly represent at least 3 short vowel sounds AND at least 8 consonant sounds phonetically in the sentence.

16. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Scoring Guidelines**

Points	Student Response
1	Student response shows correct spelling of at least 6 of the words using recognizable phonetic spellings.  For example, the student sentence might be written as: "Mi big dog Zip and I run in the wet mud."
0	Student response shows correct spelling of 5 or fewer of the words using recognizable phonetic spellings.

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## Activity 5: Sentence Writing (Wes)

### Questions 17 – 20

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 7.

---

Today you are going to do a writing activity.

In this activity, you will show what you know about words and sounds, capital letters, and punctuation by writing a sentence. Put your finger on the first line for this activity in your Student Booklet to show me you know where we are.

Monitor students to ensure that they are at the correct place.

Let's begin. You will listen to me as I say a sentence. Then you will say the sentence out loud with me. As I say the sentence the second time, you will begin writing the sentence on the line. As you write, I will repeat each word in the sentence slowly so that everyone has time to listen to the sounds and write them on their paper. It is okay if you 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 this sentence.

**Wes had a hot dog and I put it in a bun.**

**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 to use capital letters and punctuation correctly. If at any time you need me to slow down or repeat a word, let me know.**

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

- 
17. Capitalize the first word in the sentence and the pronoun "I."

**Scoring Guidelines**

Points	Student Response
1	Student response shows correct capitalization of the first word in the sentence AND the pronoun "I."
0	Student response does not show correct capitalization of the first word in the sentence OR the pronoun "I." Students who write in all capital letters do not get credit for correct capitalization.

18. Demonstrate command of end punctuation.

**Scoring Guidelines**

Points	Student Response
1	Student response correctly ends the sentence with a period or exclamation point.
0	Student response does not correctly end the sentence with a period or exclamation point.

- 
19. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

**Scoring Guidelines**

Points	Student Response
1	Student response represents at least 3 short vowel sounds and 8 consonant sounds phonetically.
0	Student response does not correctly represent at least 3 short vowel sounds AND at least 8 consonant sounds phonetically in the sentence.

20. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Scoring Guidelines**

Points	Student Response
1	Student response shows correct spelling of at least 6 of the words using recognizable phonetic spellings.  For example, the student sentence might be written as: "Wes had a hot dog and I poot it in a bun."
0	Student response shows correct spelling of 5 or fewer of the words using recognizable phonetic spellings.



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## Activity 6: Sentence Writing (Pam)

### Questions 21 - 24

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 7.

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Today you are going to do a writing activity.

In this activity, you will show what you know about words and sounds, capital letters, and punctuation by writing a sentence. Put your finger on the first line for this activity in your Student Booklet to show me you know where we are.

Monitor students to ensure that they are at the correct place.

Let's begin. You will listen to me as I say a sentence. Then you will say the sentence out loud with me. As I say the sentence the second time, you will begin writing the sentence on the line. As you write, I will repeat each word in the sentence slowly so that everyone has time to listen to the sounds and write them on their paper. It is okay if you 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 this sentence.

**Pam and I can sit on the big red rug.**

**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 to use capital letters and punctuation correctly. If at any time you need me to slow down or repeat a word, let me know.**

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

---

21. Capitalize the first word in the sentence and the pronoun "I."

**Scoring Guidelines**

Points	Student Response
1	Student response shows correct capitalization of the first word in the sentence AND the pronoun "I."
0	Student response does not show correct capitalization of the first word in the sentence OR the pronoun "I." Students who write in all capital letters do not get credit for correct capitalization.

22. Demonstrate command of end punctuation.

**Scoring Guidelines**

Points	Student Response
1	Student response correctly ends the sentence with a period or exclamation point.
0	Student response does not correctly end the sentence with a period or exclamation point.

- 
23. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

**Scoring Guidelines**

Points	Student Response
1	Student response represents at least 3 short vowel sounds and 8 consonant sounds phonetically.
0	Student response does not correctly represent at least 3 short vowel sounds AND at least 8 consonant sounds phonetically in the sentence.

24. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Scoring Guidelines**

Points	Student Response
1	Student response shows correct spelling of at least 6 of the words using recognizable phonetic spellings.  For example, the student sentence might be written as: "Pam and I kan sit on the big red rug."
0	Student response shows correct spelling of 5 or fewer of the words using recognizable phonetic spellings.



