Ohio’s Diagnostic Assessments

GRADE 1
READING

Directions for Administration Manual
SCREENER

Office of Curriculum and Assessment
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Introduction

This Directions for Administration Manual (DFAM) for the Ohio Diagnostic Assessments contains information on administering the Screener.

Before administering the Screener, 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.

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<td>Questions 1 – 4</td>
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<td></td>
<td>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
</tr>
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<th>Activity</th>
<th>Strand/Topic(s)</th>
<th>Standard Statement(s)</th>
</tr>
</thead>
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</tr>
<tr>
<td>Questions 5 – 7</td>
<td></td>
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<td>Activity</td>
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</tr>
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<td>Activity 8 (page 51) Question 16</td>
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</tr>
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<td>Activity 9 (page 55) Questions 17–20</td>
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<td>Foundational Skills: Print Concepts</td>
<td>Demonstrate understanding of the organization and basic features of print. A) Follow words from left to right, top to bottom, and page by page.</td>
</tr>
</tbody>
</table>

**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.

- **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)
- a Storybook

Teacher Provided Materials

- Letter Tiles Optional
- Paper and Pencil Optional

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: Animals

Questions 1 – 4

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

Getting Started

Students should read the text 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 should not provide any support in figuring out specific words.

Allow students time to read independently, then direct them to the appropriate page in their Student Booklet to begin answering questions. Read each question to the students and allow time for them to circle the correct answer. You may read each question up to three times. Do not provide students with any support in choosing the correct answer.

Today you will be doing a reading 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 answers to check your work. When you are finished, put your pencil down.
Animals

You are going to be reading a story about animals. Some animals are pets. Some animals are not pets. Read carefully because you will be answering questions about the story when we are done. Turn to page 1 in your Student Booklet.

Look at the cat. It is a pet. It likes fish.

Look at the lion. It is not a pet. It is big.
Look at the dog. It is a pet. It is on a bed.

Look at the fox. It is not a pet. It can run.
Look at the fish. It is a pet. It can swim.

Look at the shark. It is not a pet. It has big fins.

Some animals are pets. Some animals are not pets.
When students have finished reading, say:

**Please turn to page 8 in your Student Booklet.**

Quickly check to make sure that students are in the right place.

You are going to answer some questions about the story that we just read. I will read the question to you. You will choose the correct answer and circle it. When everyone has had a chance to circle their answer, I will read you the next question. If you are not ready, you can let me know.

Direct students to use a familiar classroom management strategy/technique, such as raising their hand or giving thumbs up, if they need more time.

**Do you have any questions before we begin?**

Answer any student questions.
1. What can you learn about by reading this text?

A.

B.

C.
2. According to the text, where does the fish live?

Circle the correct words.

A. in the water
B. in a cave
C. on a bed
3. Here are two animals from the text.

A fox

A lion

According to the text, what way are these two animals alike?

A. They both eat fish.
B. They both eat meat.
C. They both are not pets.
4. **Look at the pets.**

Which one was a pet in the text?

A.  

B.  

C.  

[Images of a rabbit, a hamster, and a fish in a bowl]
Go to the next page
Activity 2: My Friend Jill

**Questions 5 – 7**

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

**Getting Started**

Students should read the text 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 should not provide any support in figuring out specific words.

Allow students time to read independently, then direct them to the appropriate page in their Student Booklet to begin answering questions. Read each question to the students and allow time for them to circle the correct answer. You may read each question up to three times. Do not provide students with any support in choosing the correct answer.

Today you will be doing a reading 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 answers to check your work. When you are finished, put your pencil down.
My Friend Jill

You are going to be reading a story about a girl and her friend Jill who play a game together. Read carefully because you will be answering questions about the story when we are done. Turn to page 14 in your Student Booklet.

Jill is my friend.

We like to play.

Jill goes to hide.
I look for her in the house.
She is not there.

I look for her up in the tall tree.
She is not there.
I look for her under the bench.
She is not there.
I can’t find Jill!

“I am here!” said Jill.
I find Jill by the car.
When students have finished reading, say

Please turn to page 20 in your Student Booklet.

Quickly check to make sure that students are in the right place.

You are going to answer some questions about the story that we just read. I will read the question to you. You will choose the correct answer and circle it. When everyone has had a chance to circle their answer, I will read you the next question. If you are not ready, you can let me know.

Direct students to use a familiar classroom management strategy/technique, such as raising their hand or giving thumbs up, if they need more time.

Do you have any questions before we begin?

Answer any student questions.
5. Where does Jill’s friend look for Jill first?

A. Under the bench

B. In the house

C. Up in a tree
6. **Look at the pictures.**

![Images of a bench, a tree, and a house]

Put a number 1 in the box that shows where the girl looks for Jill first.

Pause while students mark their sheets.

Put a number 2 in the box that shows where she looks second.

Pause while students mark their sheets.

Put a number 3 in the box that shows where she looks third.

Pause while students mark their sheets.

**Scoring Guidelines**

<table>
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<tr>
<th>Exemplar Response:</th>
<th>3, 2, 1</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Points</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students need to put a 3 under the bench, 2 under the tree, and 1 under the house.</td>
</tr>
<tr>
<td>0</td>
<td>The response is incorrectly sequenced.</td>
</tr>
</tbody>
</table>

7. **Why is Jill hiding?**

A. **She is scared.**

B. **She is playing a game.**

C. **She is mad at her friend.**
Activity 3: Jobs

Questions 8 – 11

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

Getting Started

You will read the text to the students. You should read the story only once. Students may look back at the text when answering questions. If a student who is rereading the story 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 should not provide support reading specific words. After you have read the story to students, direct them to the appropriate page in their Student Booklet to begin answering questions. Read each question to the students and allow time for them to circle the correct answer. You may read each question up to three times. Do not provide students with any support in choosing the correct answer.

Today you will be doing a reading 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 answers to check your work. When you are finished, put your pencil down.
People have many jobs.

This is a teacher. He helps children learn to read.
This is a doctor. She takes care of people.

This is a police officer. He keeps people safe.
This is a farmer. She grows food that we can eat.

These people work hard. They do a good job.

When you have finished reading, say to students

Please turn to page 28 in your Student Booklet.

Quickly check to make sure that students are in the right place.
You are going to answer some questions about the story that we just read. I will read the question to you. You will choose the correct answer and circle it. When everyone has had a chance to circle their answer, I will read you the next question. If you are not ready, you can let me know.

Direct students to use a familiar classroom management strategy/technique, such as raising their hand or giving thumbs up, if they need more time.

Do you have any questions before we begin?

Answer any student questions.
8. Which job from the story keeps people safe?

A.

B.

C.
9. Which person from the story helps us get food?

A.

B.

C.
10. What is one job you read about in the story?

A. 

B. 

C. 

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11. What is this text mainly about?

A.

B.

C.
Activity 4: Letter Sounds

Question 12

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 39 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 39 from the manual for use during the administration. If TAs are comfortable with the script and scoring, they can refer directly to page 39 of the manual while administering this activity.
12. **Today we are going to complete an activity to show what you know about letter sounds.** To begin, I am going to show you a set of letters. Then I will ask you to tell me the sound that each letter makes. Let’s begin.

Place the consonants item card in front of student.

**Look at the letters on this card.**

Put your finger on the first letter.

**This is the letter** (insert name of letter here). **What sound does this letter make?**

For each individual letter, prompt students with the same statement and question. Record student responses on score sheet.

**Scoring Guidelines**

<table>
<thead>
<tr>
<th>Points</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Student response identifies at least 7 out of 8 consonant sounds correctly.</td>
</tr>
<tr>
<td>1</td>
<td>Student response identifies 2-6 consonant sounds correctly.</td>
</tr>
<tr>
<td>0</td>
<td>Student response identifies one or fewer consonant sounds correctly.</td>
</tr>
</tbody>
</table>
Activity 5: Letter Sounds

Question 13

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 43 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 43 from the manual for use during the administration. If TAs are comfortable with the script and scoring, they can refer directly to page 43 of the manual while administering this activity.
13. Today we are going to complete an activity to show what you know about letter sounds. To begin, I am going to show you a set of letters. Then I will ask you to tell me the sound that each letter makes. Let’s begin.

Place the consonants item card in front of student.

Look at the letters on this card.

Put your finger on the first letter.

This is the letter (insert name of letter here). What sound does this letter make?

For each individual letter, prompt students with the same statement and question. Record student responses on score sheet.

Scoring Guidelines

<table>
<thead>
<tr>
<th>Points</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Student response identifies at least 6 out of 7 consonant sounds correctly.</td>
</tr>
<tr>
<td>1</td>
<td>Student response identifies 2 to 5 consonant sounds correctly.</td>
</tr>
<tr>
<td>0</td>
<td>Student response identifies 1 or fewer consonant sounds correctly.</td>
</tr>
</tbody>
</table>
Activity 6: Rhyming Activity

Question 14

Type of Administration: Individual

Estimated Time to Administer: 5 minutes per student

Materials

• Student Score Sheet

Notes

• Use the bold script to administer the questions. You may repeat any information up to three times.

• After testing, TAs will complete the Score Sheets by either marking the letter of the student’s response or entering the appropriate score based on the student’s response.
Today we are going to complete a rhyming activity. First, you are going to listen to two words that I say. Then you will give me another word that rhymes with them. For example, I will say the words fix and mix. If I asked you to tell me a word that rhymes with fix and mix, you might say six. Fix, mix, and six all rhyme. Do you have any questions?

Answer any student questions.

Tell me a word that rhymes with these two words:

“fan,” “pan.”

Allow time for student response.

Tell me a word that rhymes with these two words:

“cake,” “make.”

Allow time for student response.

Tell me a word that rhymes with these two words:

“ring,” “sing.”

Allow time for student response.

This is the last pair of words. Tell me a word that rhymes with these two words:

“bed,” “fed.”

Allow time for student response.

Thank the student for completing the activity and keep student score sheet.
<table>
<thead>
<tr>
<th>Points</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The student correctly says a word or nonsense word that rhymes with all 4 given pairs.</td>
</tr>
<tr>
<td>1</td>
<td>The student correctly says a word or nonsense word that rhymes with 2 or 3 of the given pairs.</td>
</tr>
<tr>
<td>0</td>
<td>The student says one or fewer words that rhyme with the given pairs.</td>
</tr>
</tbody>
</table>
Activity 7: Word Activity

Question 15

Type of Administration: Individual

Estimated Time to Administer: 5 minutes per student

Materials

• Student Score Sheet

Teacher Provided Materials

• Letter Tiles Optional
  • Paper and Pencil Optional

Notes

• Use the bold script to administer the questions. You may repeat any
  information up to three times.

• After testing, TAs will complete the Score Sheets by either marking the letter
  of the student’s response or entering the appropriate score based on the
  student’s response.

Supplemental Instructions

• This activity allows for the optional use of teacher provided materials. If
  students are used to working with letter tiles and/or paper and pencil during
  classroom instruction on word sounds, students are permitted to use letter tiles
  and/or paper and pencil for these activities. The use of letter tiles and/or
  paper and pencil is optional.
15. Students may use a paper and pencil or letter tiles to facilitate this activity.

Now we are going to complete a word activity that will show what you know about beginning, middle, and ending sounds. I will tell you a word. Then I will ask you to change one of the sounds to a new sound. Sometimes I will ask you to change the beginning sound in the word and other times I will ask you to change the middle or the ending sound. Let’s practice once together.

The word is “cat.” I will take away the beginning sound /c/ and make it a /b/.

The word is now “bat.” The word changes from “cat” to “bat.” Now it’s time for you to try.

Your first word is “dot.” Take away /d/ and make it a /n/. What is the word now? (not)

Allow time for student to respond. Record response on answer sheet.

Listen to the next word. The word is “mud.” Take away /u/ and make it /a/. What is the word now? (mad)

Allow time for student to respond. Record response on answer sheet.

The next word is “pet.” Take away /p/ and make it /w/. What is the word now? (wet)

Allow time for student to respond. Record response on answer sheet.

Our last word is “big.” Take away /g/ and make it /t/. What is the word now? (bit)

Allow time for student to respond. Record response on answer sheet.

Thank student for completing the activity. Keep score sheet for data collection.
<table>
<thead>
<tr>
<th>Points</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Student substitutes all 4 beginning, middle, and ending sounds correctly.</td>
</tr>
<tr>
<td>1</td>
<td>Student substitutes 2 to 3 beginning, middle, and ending sounds correctly.</td>
</tr>
<tr>
<td>0</td>
<td>Student substitutes 1 or fewer beginning, middle, and ending sounds correctly.</td>
</tr>
</tbody>
</table>
Activity 8: Reading Activity

Question 16

Type of Administration: Individual

Estimated Time to Administer: 5 minutes per student

Materials

• Flash Cards (see Notes below)
• Student Score Sheet

Notes

• Use the bold script and flash cards to administer the questions. You may repeat any information up to three times.
• Use your own paper, a copy of the flash cards contained on page 53 or the Student Score Sheet to record each student’s response for scoring.
• After testing, TAs will complete the Score Sheets by either marking the letter of the student’s response or entering the appropriate score based on the student’s response.

Supplemental Instructions

• TAs should make a copy of page 53 and cut apart the page so each word is on its own “flash card.”
16. **Now we are going to complete a short reading activity. I am going to show you some words and you will read them. It’s okay if you don’t know a word. If we come to a word you do not know, I will ask you to move on to the next word. Let’s begin.**

Show the student the word flash cards one at a time. After the student reads or attempts each word, hold up the next flash card until you have gone through all word flash cards. If a student does not read or attempt the word after two seconds, move on to the next flash card.

You can support the student by asking, **“What does this word say?”** Record the response for each word. Do not continue to prompt the student at every word; move on to the next flash card.

**Scoring Guidelines**

<table>
<thead>
<tr>
<th>Points</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Student identifies 9 to 10 words correctly.</td>
</tr>
<tr>
<td>1</td>
<td>Student identifies 3 to 8 words correctly.</td>
</tr>
<tr>
<td>0</td>
<td>Student identifies 2 or fewer words correctly.</td>
</tr>
</tbody>
</table>
Activity 9: My Dog Spot

Questions 17 – 20

Type of Administration: Individual

Estimated Time to Administer: 10 – 15 minutes per student

Materials

• Storybook
• Student Score Sheet

Notes

• Use the bold script to administer the questions. You may repeat any information up to three times.
• After testing, TAs will complete the Score Sheets by either marking the letter of the student’s response or entering the appropriate score based on the student’s response.

Supplemental Instructions

• Prior to administering this activity, TAs should familiarize themselves with the scoring rubrics.
My Dog Spot

To begin this assessment, sit with the student in a quiet place. Hand the student the book, right side up, vertically, with the binding to the student’s left.

Today we are going to look at a book and I will ask you to show me how to read it. This will help me to understand what you already know about reading. As we work together, I will be writing notes. We will open to the first page of the book to begin.

Open to the first page of the book.

Show me where I start reading.

Wait for student response and note it on the score sheet.

Now show me which way to go when I read this page.

Wait for student response and note it on the score sheet.

I’m going to read the first sentence of the story to you. Follow along with your finger, pointing to each word as I read.

Record whether student is able to follow. Stop reading at the end of the first line.

Show me where I go next to keep reading on this page.

Wait for student response and note it on the score sheet.

Listen and follow along as I read the rest of the page.

Continue reading to the end of the page, pointing to the words as you read.

Show me where I go next.

Wait for student response and note it on the score sheet. Continue reading the rest of the story to the student. Stop after page 4. You are going to ask students about the last page.
Point to each word on this page and count how many words there are in all.

Wait for student response and note it on the score sheet. Read the last page to the student.

When you are finished, thank the student for working with you today.

17. Open to the first page of the book.

Show me where I start reading.

Wait for student response and note it on the score sheet.

**Scoring Guidelines**

<table>
<thead>
<tr>
<th>Points</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The student identifies text rather than pictures. Note: The student does not have to identify the first word. Pointing to any text on the page will receive credit.</td>
</tr>
<tr>
<td>0</td>
<td>The student points to pictures or another part of the page that is not text.</td>
</tr>
</tbody>
</table>

18. **Now show me which way to go when I read this page.**

Wait for student response and note it on the score sheet.

**Scoring Guidelines**

<table>
<thead>
<tr>
<th>Points</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The student correctly indicates that print goes from left to right.</td>
</tr>
<tr>
<td>0</td>
<td>The student incorrectly identifies left-right directionality.</td>
</tr>
</tbody>
</table>
19. I’m going to read the first sentence of the story to you. Follow along with your finger, pointing to each word as I read.

   Record whether the student was able to follow. Stop reading at the end of the first line.

   Show me where I go next to keep reading on this page.

   Wait for student response and note it on the score sheet.

   Listen and follow along as I read the rest of the page.

   Continue reading to the end of the page, pointing to the words as you read.

   Show me where I go next.

   Wait for student response and note it on the score sheet. Continue reading the rest of the story to the student. Stop after page 4. You are going to ask students about the last page.

   **Scoring Guidelines**

<table>
<thead>
<tr>
<th>Points</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The student correctly moves finger from left to right, indicates return sweep for the second line of text, and turns page. Student must demonstrate all three movements correctly.</td>
</tr>
<tr>
<td>0</td>
<td>The student is unable to demonstrate correct directionality for left to right, return sweep, and/or page turn.</td>
</tr>
</tbody>
</table>
20. **Point to each word on this page and count how many words there are in all.**

Wait for student response and note it on the score sheet. Read the last page to the student.

When you are finished, thank the student for working with you today.

**Scoring Guidelines**

<table>
<thead>
<tr>
<th>Points</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The student correctly points to individual words on the page. Students who count aloud should assign a single number to each word. Students may use number words incorrectly (1, 3, 4, 12, 2) but should not assign multiple numbers to a single word. Students must point to words correctly whether or not they count aloud. Student response should indicate understanding of words as separate groups of letters separated by spaces.</td>
</tr>
<tr>
<td>0</td>
<td>The student counts words multiple times or skips over words when counting.</td>
</tr>
</tbody>
</table>