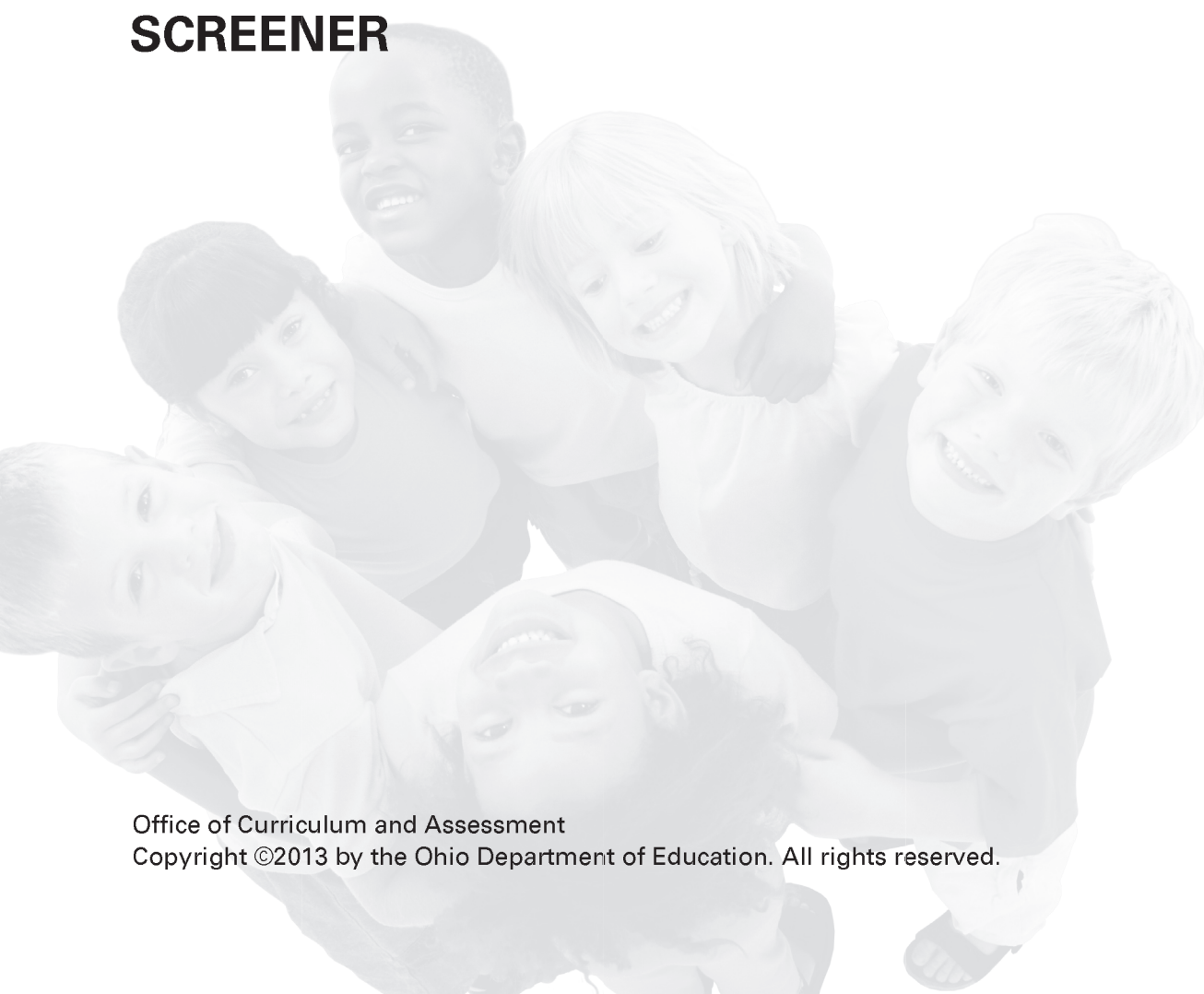


Ohio's Diagnostic Assessments

GRADE 1 READING

Directions for Administration Manual

SCREENER



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 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 kindergarten through grade three by September 30 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 end-of-year 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.

The 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 Sept. 30 deadline. The Full Measure will measure end-of-year expectations of the current grade level.

There is no Short Screening Measure for the Ohio Diagnostic Assessments.

Test Administrator Criteria

The test administrator must meet this criteria:

- The person must be an employee of the district or school;
- The person must hold a current permit, license or certificate issued by the Ohio Dept. of Education.

If the person providing the accommodation is also administering the diagnostic assessment, then that person must also meet the test administrator criteria.

Content Alignment

	Activity	Strand/Topic(s)	Standard Statement(s)
Session 1			
Activity 1 (page 9) Questions 1 – 4	Animals	Informational: Key Ideas and Details	With prompting and support, ask and answer questions about key details in a text.
			With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Session 2			
Activity 2 (page 19) Questions 5 – 7	My Friend Jill	Literature: Key Ideas and Details	With prompting and support, ask and answer questions about key details in a text.
			With prompting and support, retell familiar stories, including key details.
			With prompting and support, identify characters, settings, and major events in a story.

	Activity	Strand/Topic(s)	Standard Statement(s)
Session 3			
Activity 3 (page 27) Questions 8 – 11	Jobs	Informational: Key Ideas and Details	With prompting and support, ask and answer questions about key details in a text.
			With prompting and support, identify the main topic and retell key details of a text.
Session 4			
Activities 4–5 (page 36) Questions 12 –13	Letter Sounds	Foundational Skills: Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. A) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
Session 5			
Activity 6 (page 45) Question 14	Rhyming Activity	Foundational Skills: Phonological Awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A) Recognize and produce rhyming words.
Session 6			
Activity 7 (page 48) Question 15	Word Activity	Foundational Skills: Phonological Awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). E) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

	Activity	Strand/Topic(s)	Standard Statement(s)
Session 7			
Activity 8 (page 51) Question 16	Reading Activity	Foundational Skills: Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. C) Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
Session 8			
Activity 9 (page 55) Questions 17–20	My Dog Spot	Foundational Skills: Print Concepts	Demonstrate understanding of the organization and basic features of print. A) Follow words from left to right, top to bottom, and page by page.

Students Who Require Accommodations

There are no special versions (e.g., large print, Braille, English Audio CD or Foreign language CDs) of the Ohio Diagnostic Assessments.

Definition of an Accommodation

An accommodation is defined as a change in the testing environment, procedures or presentation that does not alter what the test measures or the comparability of scores. The purpose of accommodations is to enable students to participate in an assessment in a way that allows knowledge and skills to be assessed rather than disabilities or a language barrier. Refer to the section on accommodations in the *Ohio Statewide Assessment Program Rules Book*, which is online. Go to education.ohio.gov and search keywords: *assessment rules book*.

Criteria for the Use of Accommodations

Accommodations should be made to allow access by students with specific needs whether the student has been identified as an English language learner (ELL) or a student with identified disabilities with an Individualized Education Plan (IEP) or 504 Plan. However, any accommodation that gives a student an advantage is not

considered allowable because it does not permit valid assumptions to be made from the results. A student's assessment results should reflect his or her true ability and should not be affected by inappropriate accommodations.

The student should always be familiar with the accommodation prior to the assessment so no confusion arises on the day of the assessment on how to access the accommodation. The accommodation should have been provided in the classroom before the ODE-developed Diagnostic Assessments are administered.

This accommodation applies to both the ELL and the student with an IEP or 504 Plan:

- Students must respond in **English** on the writing diagnostic assessment.

English Language Learners (ELLs)

Students identified as English language learners (ELL) are allowed the following accommodations for the ODE-developed Diagnostic Assessments (reading, mathematics and writing):

- Translation dictionary: although the translation dictionary is an allowable accommodation, please consider the individual student's age and skill; it may be inappropriate.
- Use of a translator:
 - Only students who have been in a U.S. school for less than three years and have scored at the beginning or intermediate level on an English language proficiency assessment may have the use of a translator.
- Translators will be a district expense, and there will be no reimbursement.
- On the reading diagnostic assessment, stories, poems, rhyming words, word sounds and nonsense words must be read in English by the test administrator/translator and the student. These activities will be primarily in grades kindergarten and one. Please follow the directions for the activity.

Students with Identified Disabilities

Students with disabilities who have an IEP or have been evaluated under Section 504 may be provided accommodations during the administration of statewide tests. The Ohio Administrative Code defines four criteria for allowable accommodations:

- The accommodation is specified in a student with disabilities' IEP (or 504 Plan) and is provided for classroom and district-wide assessments.
- The accommodation does not change the content or structure of an assessment. For example, the TA may not convert open-ended questions to multiple-choice questions.
- The accommodation does not change what type of knowledge or skill that an assessment is intended to measure.
- The accommodation does not change or enhance a student's response as to what type of knowledge or skill is intended to be assessed, but it facilitates how the response is provided or accessed. For example, a scribe may only record the actual response provided by the student. Some students who have more pronounced coordination and fine motor disabilities are unable to produce written work in the classroom without the assistance of a scribe or certain augmentative communication devices. If such an accommodation is provided in the classroom, then the IEP team may determine that the accommodation should be provided to the student at the time of testing. School staff should use caution when providing these accommodations because the potential exists to exceed the criteria for allowable accommodations.

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

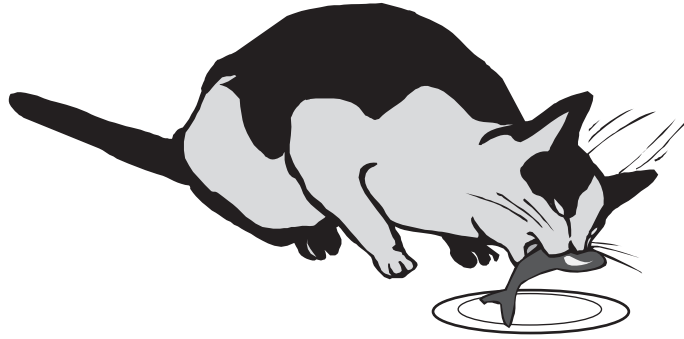
Students should read the text independently. If a student cannot read a word and asks for help, tell that student **“Do the best you can,”** or **“Think about reading strategies.”** You may use phrasing that is more familiar to your students, but you should not provide any support in figuring out specific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

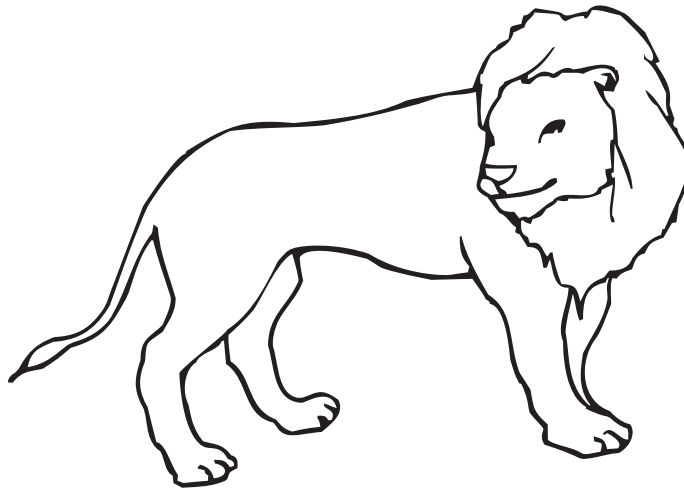
Today you will be doing a reading activity in this booklet. At the bottom of some pages you will see the word “STOP.” This means you should wait for directions before you go on. You may look back at your answers to check your work. When you are finished, put your pencil down.

Animals

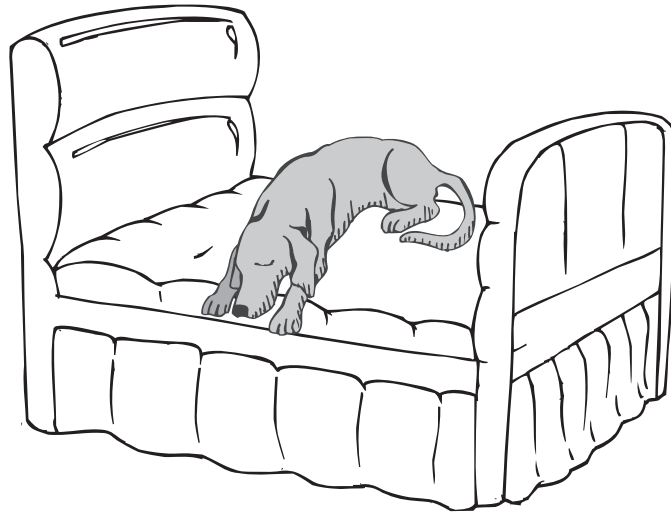
You are going to be reading a story about animals. Some animals are pets. Some animals are not pets. Read carefully because you will be answering questions about the story when we are done. Turn to page 1 in your Student Booklet.



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



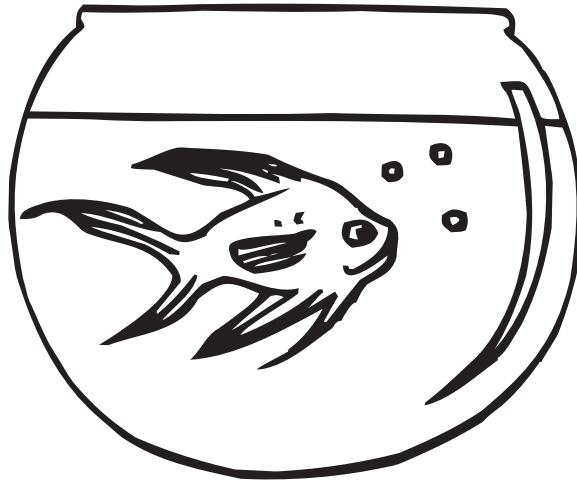
Look at the lion. It is not a pet. It is big.



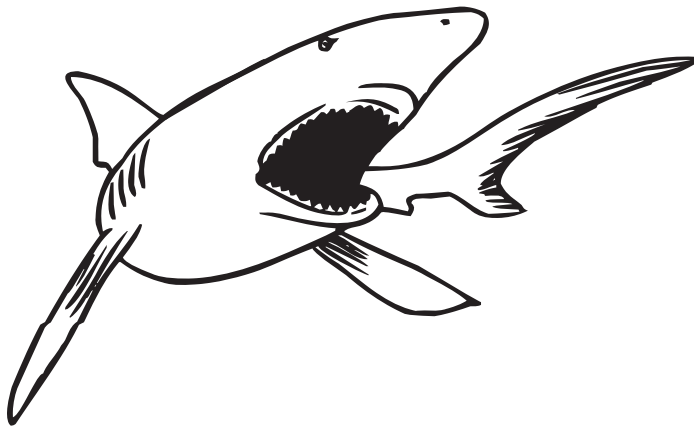
Look at the dog. It is a pet. It is on a bed.



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.

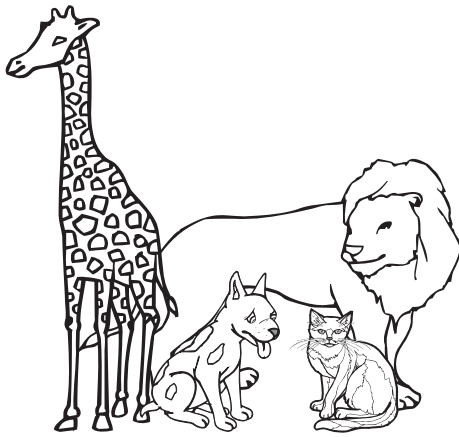
Direct students to use a familiar classroom management strategy/technique, such as raising their hand or giving thumbs up, if they need more time.

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

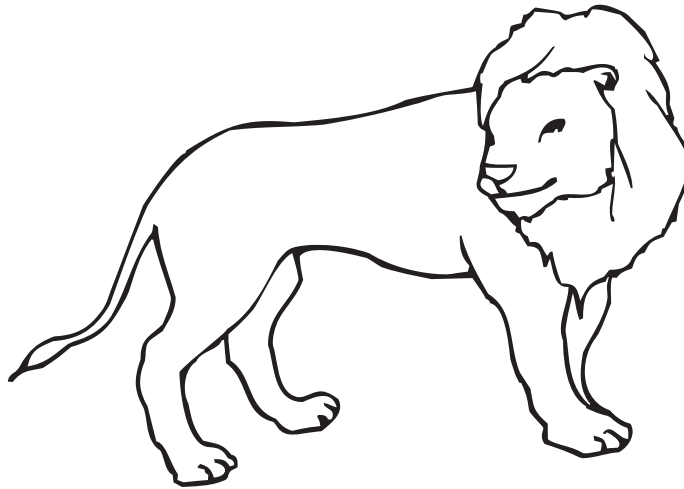
B. in a cave

C. on a bed

3. Here are two animals from the text.



A fox



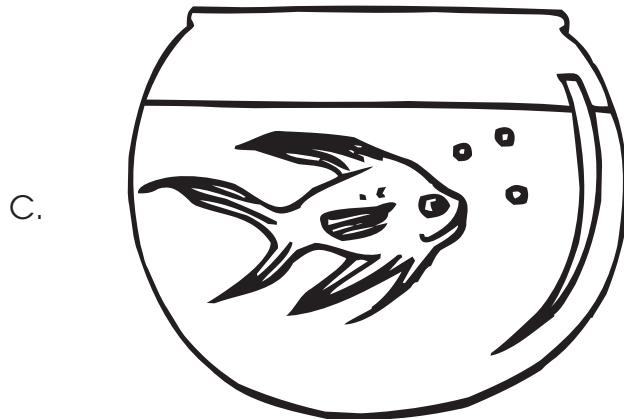
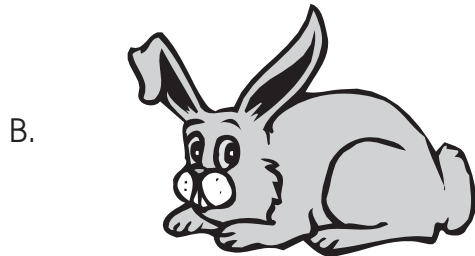
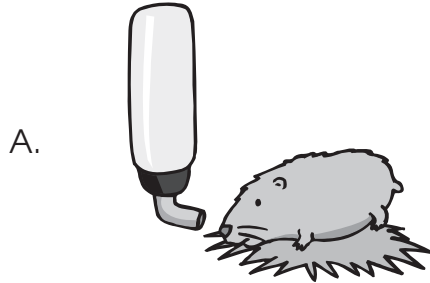
A lion

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?



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.

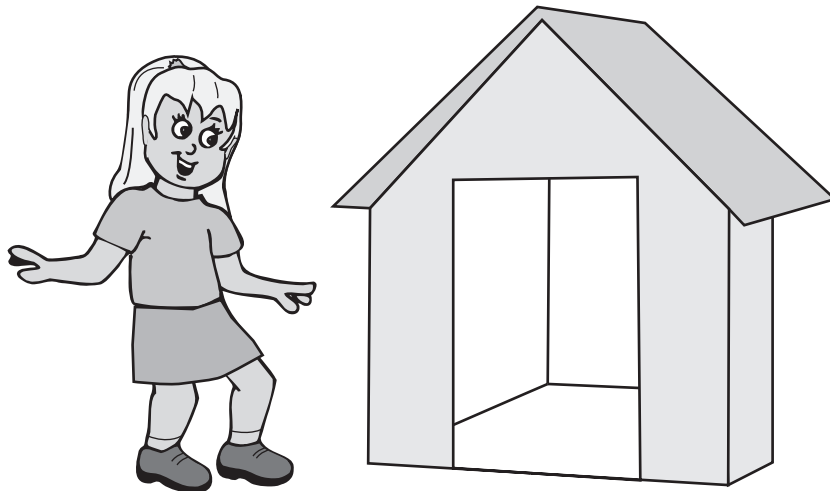
Jill is my friend.



We like to play.



Jill goes to hide.



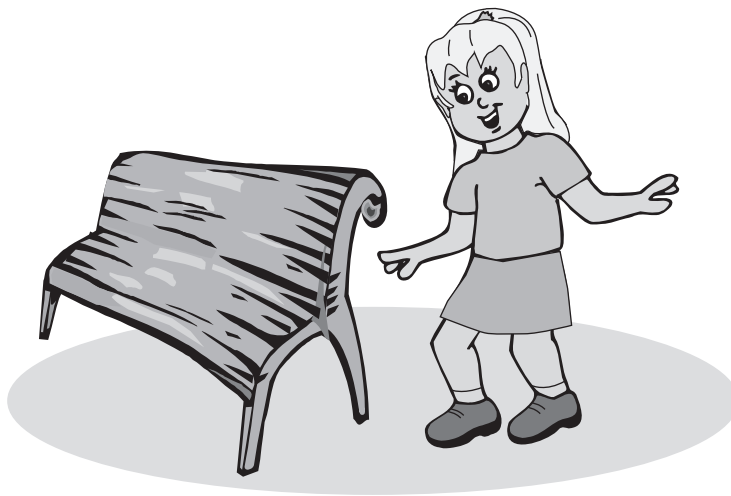
I look for her in the house.

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.

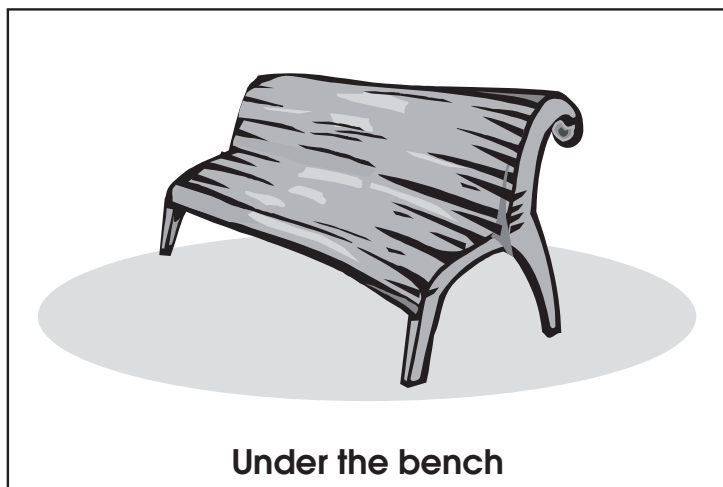
Direct students to use a familiar classroom management strategy/technique, such as raising their hand or giving thumbs up, if they need more time.

Do you have any questions before we begin?

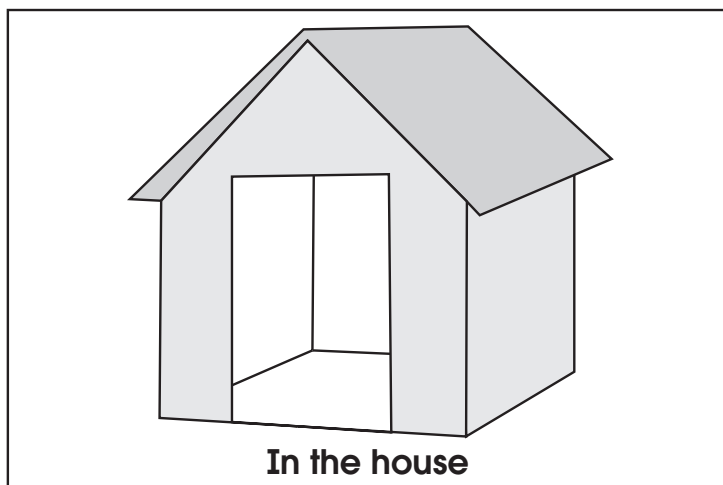
Answer any student questions.

5. Where does Jill's friend look for Jill first?

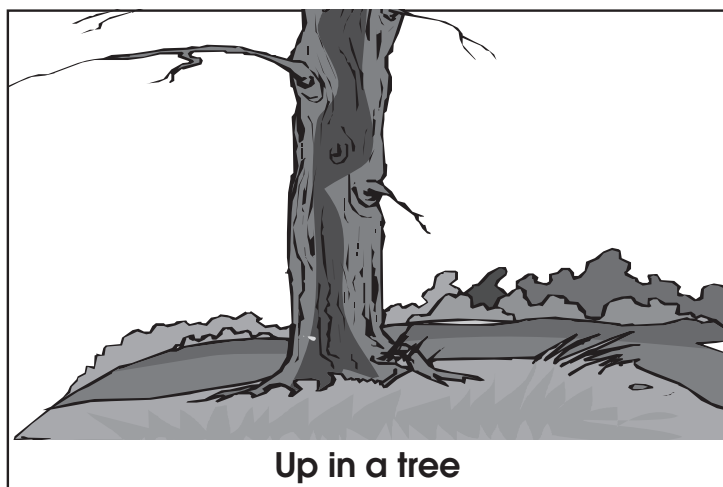
A.



B.



C.



6. Look at the pictures.



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

Exemplar Response: 3,2,1	
Points	Student Response
1	Students need to put a 3 under the bench, 2 under the tree, and 1 under the house.
0	The response is incorrectly sequenced.

7. Why is Jill hiding?

- A. She is scared.
- B. She is playing a game.
- C. She is mad at her friend.

Go to the next page

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.

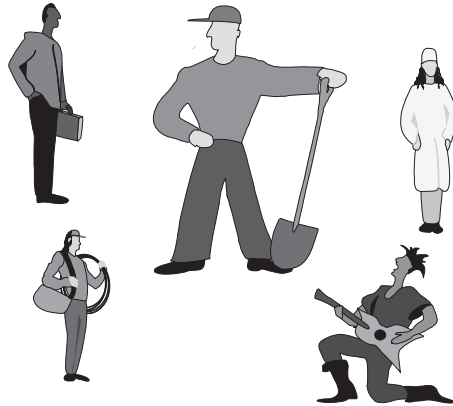
Getting Started

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.

I am going to read you a story about jobs. When I have finished reading the story to you, I will read some questions for you to answer. Turn to page 22 in your Student Booklet. Follow along as I read the story. Listen carefully because you will be answering questions about the story when we are done. I will read the story to you now.

Jobs



People have many jobs.



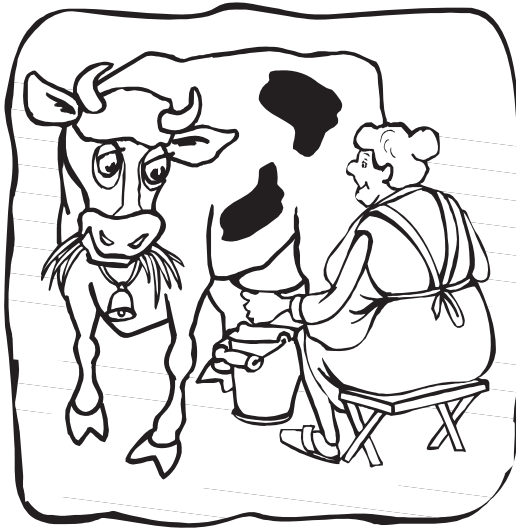
This is a teacher. He helps children learn to read.



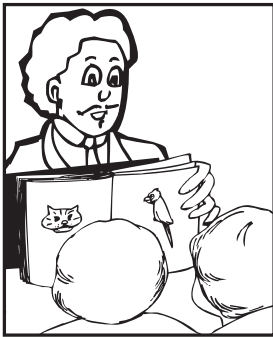
This is a doctor. She takes care of people.



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?

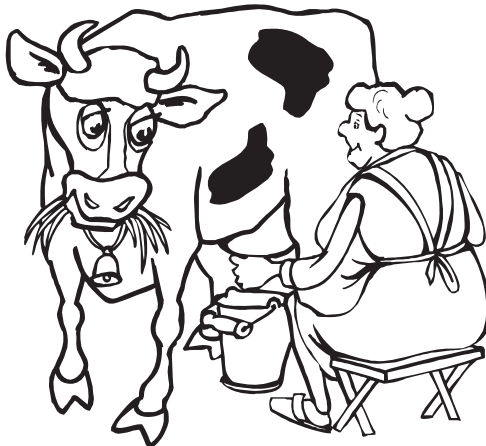
A.



B.



C.

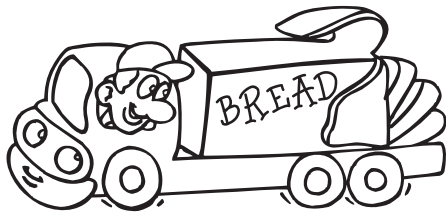


10. What is one job you read about in the story?

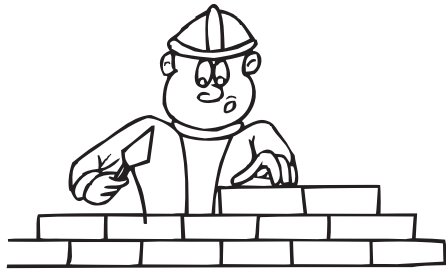
A.



B.

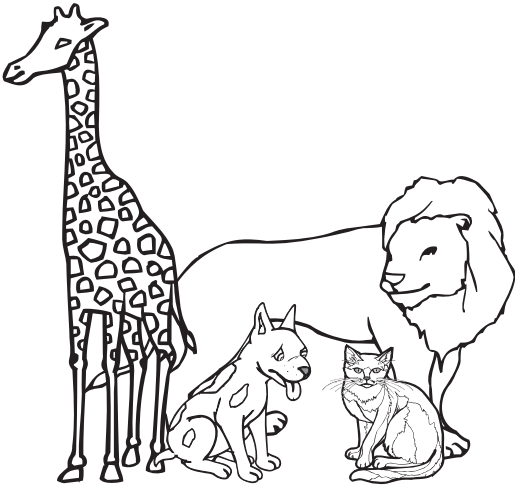


C.

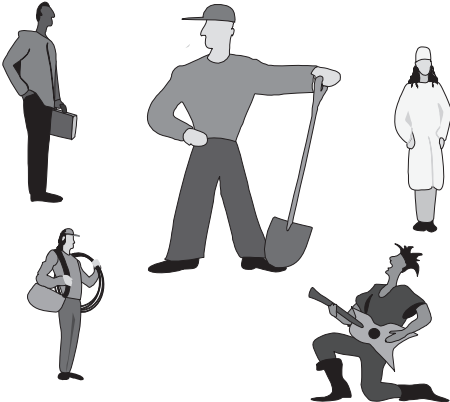


11. What is this text mainly about?

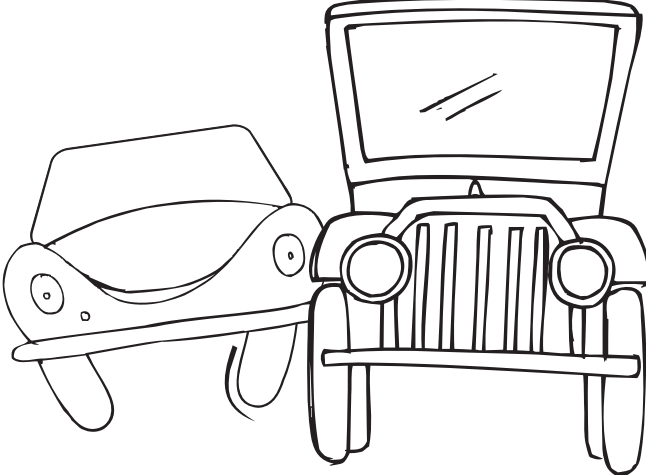
A.



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

Points	Student Response
2	Student response identifies at least 7 out of 8 consonant sounds correctly.
1	Student response identifies 2-6 consonant sounds correctly.
0	Student response identifies one or fewer consonant sounds correctly.

T k d N v R m f

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

Points	Student Response
2	Student response identifies at least 6 out of 7 consonant sounds correctly.
1	Student response identifies 2 to 5 consonant sounds correctly.
0	Student response identifies 1 or fewer consonant sounds correctly.

d h l p s w z

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.

-
14. 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.

Scoring Guidelines

Points	Student Response
2	The student correctly says a word or nonsense word that rhymes with all 4 given pairs.
1	The student correctly says a word or nonsense word that rhymes with 2 or 3 of the given pairs.
0	The student says one or fewer words that rhyme with the given pairs.

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.

Scoring Guidelines

Points	Student Response
2	Student substitutes all 4 beginning, middle, and ending sounds correctly.
1	Student substitutes 2 to 3 beginning, middle, and ending sounds correctly.
0	Student substitutes 1 or fewer beginning, middle, and ending sounds correctly.

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."

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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

Points	Student Response
2	Student identifies 9 to 10 words correctly.
1	Student identifies 3 to 8 words correctly.
0	Student identifies 2 or fewer words correctly.

do

of

you

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are

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is

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

Points	Student Response
1	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.
0	The student points to pictures or another part of the page that is not text.

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

Points	Student Response
1	The student correctly indicates that print goes from left to right.
0	The student incorrectly identifies left-right directionality.

-
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

Points	Student Response
1	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.
0	The student is unable to demonstrate correct directionality for left to right, return sweep, and/or page turn.

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

Points	Student Response
1	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.
0	The student counts words multiple times or skips over words when counting.

