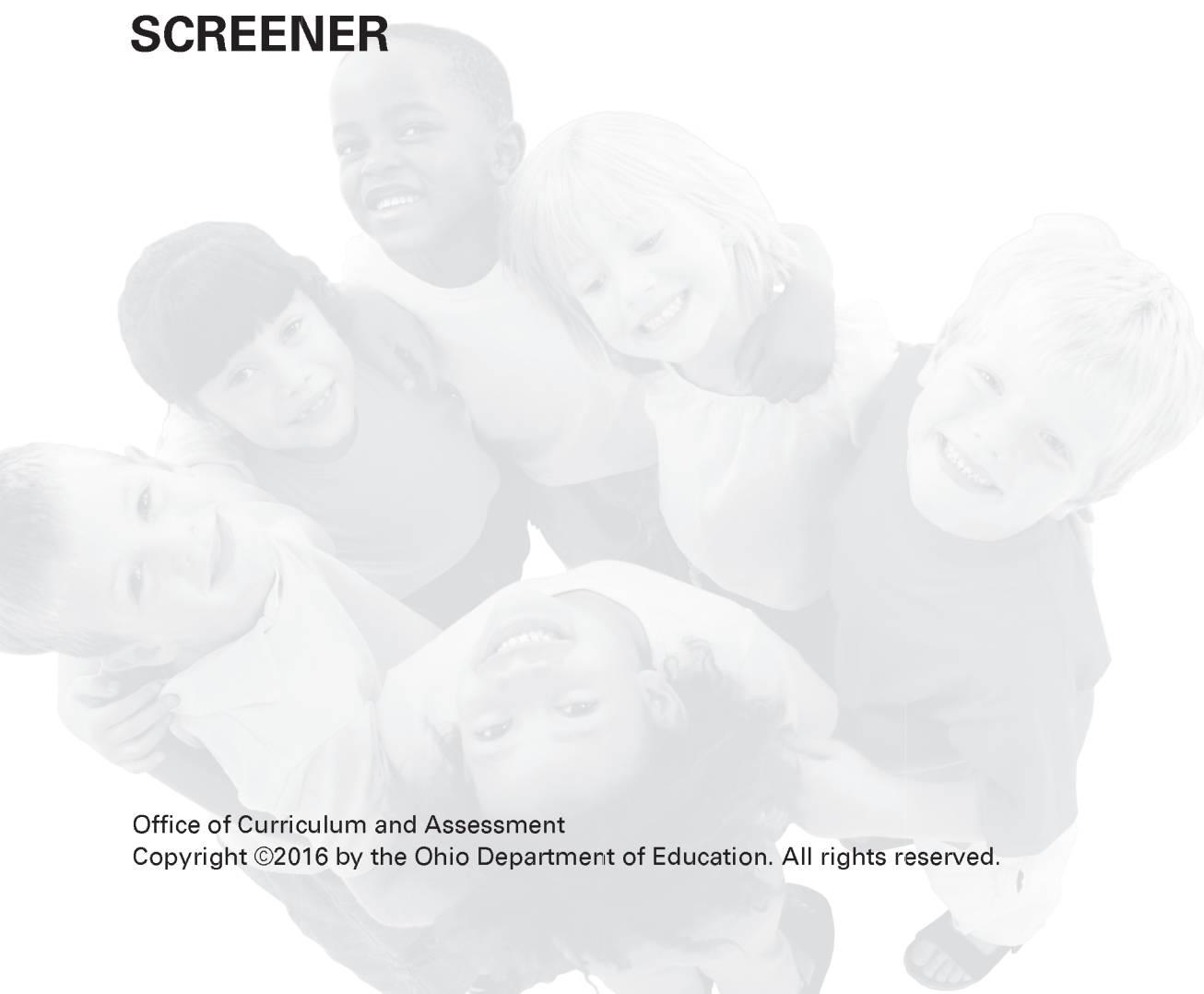


Ohio's Diagnostic Assessments

GRADE 2 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 grade one through grade three by September 30 and to all students in kindergarten by November 1 of each school year to meet the requirements of the Third Grade Reading Guarantee. Districts/schools must administer a mathematics diagnostic assessment to all students in grades one and two, and a writing diagnostic assessment to all students in grades one, two and three at least once during the school year. All results must be reported in the EMIS data collection.

Use of Format

The Ohio Diagnostic Assessments were developed in two formats:

- **Screener** – Kindergarten, one, two, three for reading and writing; and kindergarten, one and two for mathematics.
- **Full Measure** – Kindergarten, one, two, three for reading and writing; and kindergarten, one and two for mathematics.

A specific format is to be administered at different times of the year to assess specific skills. The Screener will measure the end-of-year expectations of the previous year's standards; the reading Screener will be used to meet the requirements of the Third Grade Reading Guarantee. The Full Measure will measure end-of-year expectations of the current grade level.

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

Test Administrator Criteria

The test administrator must meet this criteria:

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

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

Content Alignment

	Activity	Strand/Topic(s)	Standard Statement(s)
Session 1			
Activity 1 (page 8) Questions 1 – 4	Balloon Fun	Literature: Key Ideas and Details	Describe characters, settings, and major events in a story, using key details.
			Retell stories, including key details, and demonstrate understanding of their central message or lesson.
		Literature: Integration of Knowledge and Ideas	Compare and contrast the adventures and experiences of characters in stories.
Session 2			
Activity 2 (page 13) Questions 5 – 8	How to Make a Bookmark	Informational: Key Ideas and Details	Ask and answer questions about key details in a text.
			Identify the main topic and retell key details of a text.
Session 3			
Activity 3 (page 18) Questions 9 – 11	A Little Rain	Literature: Key Ideas and Details	Ask and answer questions about key details in a text.
			Describe characters, settings, and major events in a story, using key details.
		Literature: Integration of Knowledge and Ideas	Use illustrations and details in a story to describe its characters, setting, or events.

	Activity	Strand/Topic(s)	Standard Statement(s)
Activity 4 (page 24) Question 12	Reading One-Syllable Words	Foundational Skills: Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. B) Decode regularly spelled one-syllable words.
Activity 5 (page 29) Question 13	Two-Syllable Words	Foundational Skills: Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. E) Decode two-syllable words following basic patterns by breaking the words into syllables.
Activities 6 – 7 (page 33) Questions 14 – 15	High Frequency Words	Foundational Skills: Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. G) Recognize and read grade-appropriate irregularly spelled words.
Activity 8 (page 41) Questions 16 – 20	Bats	Informational: Key Ideas and Details	Ask and answer questions about key details in a text.
			Identify the main topic and retell key details of a text.
		Informational: Integration of Knowledge and Ideas	Use the illustrations and details in a text to describe its key ideas.
		Foundational Skills: Fluency	Read with sufficient accuracy and fluency to support comprehension. B) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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
- Item Cards (located in this manual)

Preparing to Give the Test

The following steps are recommended to prepare for the administration:

- Collect the necessary materials listed above
- Review the script to ensure you are familiar with the assessment
- Check which students are to receive accommodations and make sure the students are familiar with the procedure.

During the Test Administration

Administration Types: Group vs. Individual

The Ohio Diagnostic Assessment activities have two different administration types: group and individual, or one-on-one.

Oral Scripts

To ensure standardized administration conditions across the state, this manual contains directions that you will read to students, including oral scripts. All information to be read aloud to students will be printed in **bold** type. Do not deviate from the directions or the scripts. TAs may read the question and related text up to three times, if needed or requested by the student, unless stated otherwise in the directions for a particular activity.

After the Test

At the conclusion of testing, TAs must use the scoring guidelines presented in the DFAM to score the students' responses. TAs must then mark the appropriate score on the Score Sheet.

Activity 1: Balloon Fun

Questions 1 – 4

Type of Administration: Group

Estimated Time to Administer: 20 – 25 minutes

Materials

- Student Booklet
- Student Score Sheet

Notes

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

Ask students to open the Student Booklet to page 1.

Allow students sufficient time to read the story independently. If a student cannot read a word and asks for help, tell that student **“Do the best you can”** or **“Think about reading strategies.”** You may use phrasing that is more familiar to your students, but you shouldn’t provide any support in figuring out specific words. When students are finished reading, read each question and the answer choices aloud. Read slowly and clearly, but do not emphasize any words or answer choices. Allow students time to respond before moving on to the next question. You may repeat each question up to three times, but do not provide any other support.

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 writing to check your work. When you are finished, put your pencil down.

Balloon Fun

Today you are going to read a text called Balloon Fun. Read carefully since you will be answering questions when you are finished.



Today I rode in a big balloon. It is called a hot air balloon. My dad and I woke up early this morning. We went to the park for the balloon ride. Early morning is the best time to go in a hot air balloon. The wind is not so strong in the morning. It is easier to make the balloon go where you want.

Before the ride I was a little scared. We were going to go high in the air. I had never been that high before.

At the park we met the pilot. The pilot is the person who flies the balloon. He was getting the balloon ready for our flight. First, he sent a small balloon up in the air. He watched it to see which way the wind was blowing. That way he could tell which way we would go, too.



Getting a hot air balloon ready to fly takes some time. It took thirty minutes for the pilot to get the balloon ready for our flight. When the balloon was ready, we got in the basket. The basket is what carries all the people who are going on the balloon ride. When we got in the basket, I held my dad's hand. It made me feel safe. Next, the pilot lit the burner. When the fire started, the balloon filled with hot air.



The balloon was so big! The pilot said it was one hundred feet tall. The ride was not scary at all. It was very quiet. Soon, I let go of my dad's hand. It was fun to see all the trees and cars get smaller as the balloon went high into the sky. I'm so glad my dad took me to ride in the big balloon!

You are going to answer some questions about the story that you just read. I will read the question to you. For some questions, you will choose a correct answer and circle it. For others there will be a line where you will write your answer. When everyone has had a chance to answer a question, 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. **According to the text, why is morning the best time to fly a hot air balloon?**
-

Scoring Guidelines

Exemplar Response: Responses include, but are not limited to: <ul style="list-style-type: none">• The wind is not so strong.	
Points	Student Response
1	Student response states that the weather is calmer or the wind is not so strong. NOTE: Other plausible, text-based responses are acceptable.
0	Student response is incorrect or irrelevant.

-
2. How did the girl's feelings change from the beginning of the text to the end of the text?
- A. In the beginning of the text she was angry. In the end she was scared.
 - B. The girl felt the same way in the beginning, middle, and end of the text.
 - C. In the beginning of the text she was a little scared. In the end she was happy.
3. Which sentence in the text shows that the girl was not scared at the end?
- A. "Soon, I let go of my dad's hand."
 - B. "Before the ride I was a little scared."
 - C. "We were going to go high in the air."
4. What is this text mostly about?
- A. A girl and her dad take a hot air balloon ride.
 - B. A pilot fills a hot air balloon.
 - C. A dad buys a balloon.

Activity 2: How to Make a Bookmark

Questions 5 – 8

Type of Administration: Group

Estimated Time to Administer: 20 – 25 minutes

Materials

- Student Booklet
- Student Score Sheet

Notes

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

Ask students to open the Student Booklet to page 6.

Allow students sufficient time to read the story independently. If a student cannot read a word and asks for help, tell that student **“Do the best you can”** or **“Think about reading strategies.”** You may use phrasing that is more familiar to your students, but you shouldn’t provide any support in figuring out specific words. When students are finished reading, read each question and the answer choices aloud. Read slowly and clearly, but do not emphasize any words or answer choices. Allow students time to respond before moving on to the next question. You may repeat each question up to three times, but do not provide any other support.

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 writing to check your work. When you are finished, put your pencil down.

How to Make a Bookmark

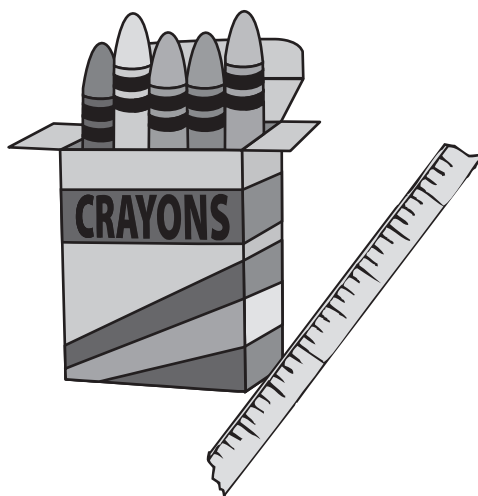
Today you are going to read a text called **How to Make a Bookmark**.
Read carefully since you will be answering questions when you are finished.



Sometimes when you are reading a book, you have to stop before you are done. You want to remember where you stopped, so you grab a bookmark to mark your place. If you don't have one, they are fun and easy to make. You can make them for your family and friends, too! Follow these directions to make a bookmark.

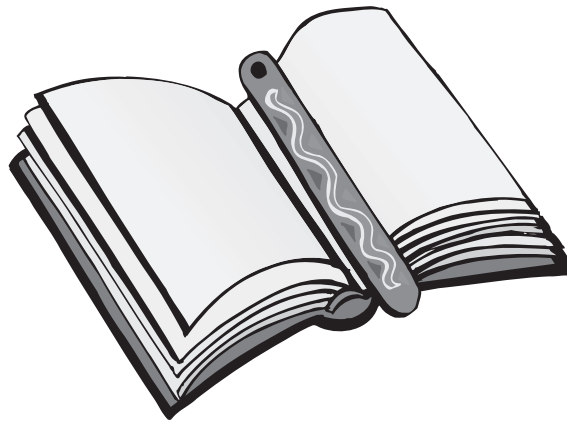
You will need:

- colored paper
- a ruler
- scissors
- crayons
- stickers (if you want them)



What to do:

1. Get a sheet of colored paper.
2. Place your ruler along one edge of the paper.
3. Use the ruler to draw a straight line on the paper.
4. Cut on the line. The thin strip of paper will be your bookmark.
5. Use crayons to draw on the bookmark. You can write words and draw pictures.
6. If you are using stickers, put them on the bookmark.
7. Use your new bookmark to mark your place in your books!



You are going to answer some questions about the story that you just read. I will read the question to you. For some questions, you will choose a correct answer and circle it. For others there will be a line where you will write your answer. When everyone has had a chance to answer a question, 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. According to the directions in the text, which of these is needed to make a bookmark?

- A. paint
- B. crayons
- C. stickers

6. According to the text, what do you do after this step: "Place your ruler along one edge of the paper."

Scoring Guidelines

Points	Student Response
1	Student response states "Use the ruler to draw a straight line on the paper." NOTE: Students may paraphrase and are not required to copy all of Step 3.
0	Student response does not state "Use the ruler to draw a straight line on the paper."

-
7. What will you make if you follow the directions correctly?
- A. colored paper
 - B. a bookmark
 - C. a book
8. According to the directions in the text, what do you do with the ruler?
- A. draw a straight line
 - B. measure the paper
 - C. measure the bookmark

Activity 3: A Little Rain

Questions 9 – 11

Type of Administration: Group

Estimated Time to Administer: 20 – 25 minutes

Materials

- Student Booklet
- Student Score Sheet

Notes

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

Ask students to open the Student Booklet to page 10.

Allow students sufficient time to read the story independently. If a student cannot read a word and asks for help, tell that student **“Do the best you can”** or **“Think about reading strategies.”** You may use phrasing that is more familiar to your students, but you shouldn’t provide any support in figuring out specific words. When students are finished reading, read each question and the answer choices aloud. Read slowly and clearly, but do not emphasize any words or answer choices. Allow students time to respond before moving on to the next question. You may repeat each question up to three times, but do not provide any other support.

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 writing to check your work. When you are finished, put your pencil down.

A Little Rain

Today you are going to read a text called A Little Rain. It tells about Kim and her Aunt Lucy. Read carefully since you will be answering questions when you are finished.



Kim and Aunt Lucy were walking to school. The sun was shining, but Kim saw a dark cloud up in the sky.

“Look,” Kim said. “That looks like a rain cloud.”

Aunt Lucy did not look up. “It’s just a little cloud, Kim. Don’t worry so much.”



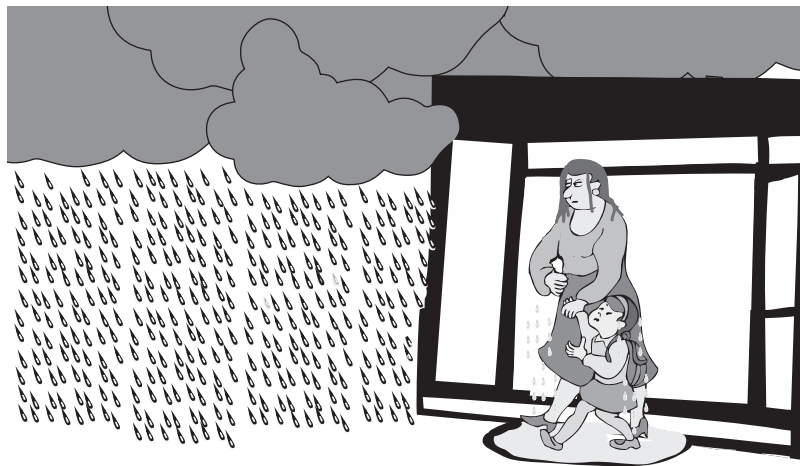
They kept walking. The cloud started blocking the sun; the wind began to blow. "There's going to be a storm, Aunt Lucy!"

Aunt Lucy walked faster. "It's just a little windy, Kim. Don't worry so much."

Plip, plop! Raindrops splashed all around, faster and faster.

"I'm getting soaked!" yelled Kim.

"We're just a little wet!" Aunt Lucy said.



They ran under a roof to watch the rain.

"Oh, no. Now you will be very late for school," Aunt Lucy said sadly.

Kim smiled and pointed at the sky. "Just a little late, Aunt Lucy. Don't worry so much. Look, here comes the sun!"

Aunt Lucy looked at the sky. She smiled, too. "You're right, Kim! Let's get to school!"

You are going to answer some questions about the story that you just read. I will read the question to you. For some questions, you will choose a correct answer and circle it. For others there will be a line where you will write your answer. When everyone has had a chance to answer a question, 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.

9. Which picture shows the part of the text when Kim first starts to feel worried?

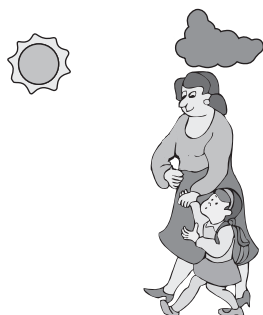
A.



B.



C.



10. **Why is Kim worried in the beginning of the text?**

Scoring Guidelines

Exemplar Response: Correct responses include but are not limited to: <ul style="list-style-type: none">• She is worried it is going to rain.• She sees a dark cloud / clouds.	
Points	Student Response
1	Student response correctly describes what Kim is worried about in the beginning.
0	Student response does not correctly describe what Kim is worried about in the beginning.

11. **Who is walking Kim to school?**

Scoring Guidelines

Points	Student Response
1	Student response correctly identifies that Aunt Lucy is walking Kim to school.
0	Student response is incorrect or irrelevant.

Activity 4: Reading One-Syllable Words

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 27 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 27 from the manual for use during the administration. If TAs are comfortable with the script and scoring, they can refer directly to page 27 of the manual while administering this activity.

I am going to show you some words. You will read the words to me. Some of the words are real and some of the words are made up. Try to read each word, but if you see one you cannot read, you may skip it and go on to the next one. When I show you the words, read all the way across the first row, then all the way across the second row. What questions do you have before we begin?

Answer any student questions, then show the student the word list.
Only display one row at a time. If the student does not answer within three seconds, say **“Go on to the next word.”**

Scoring Guidelines

Points	Student Response
1	The student correctly reads five or six of the words.
0	The student correctly reads four or fewer of the words.

wem

pot

laz

sun

yob

fit

Activity 5: Two-Syllable Words

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 31 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 31 from the manual for use during the administration. If TAs are comfortable with the script and scoring, they can refer directly to page 31 of the manual while administering this activity.

I am going to show you some words. You will read the words to me. Some of the words are real and some of the words are made up. Try to read each word, but if you see one you cannot read, you may skip it and go on to the next one. When I show you the words, read all the way across the first row, then all the way across the second row. What questions do you have before we begin?

Answer any student questions, then show the student the word list.
Only display one row at a time. If the student does not answer within three seconds, say **“Go on to the next word.”**

Scoring Guidelines

Points	Student Response
1	The student correctly reads four or more of the words.
0	The student correctly reads three or fewer of the words.

kubting candle fettwesh

number chugver basket

Activity 6: High Frequency Words

Question 14

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 35 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 35 from the manual for use during the administration. If TAs are comfortable with the script and scoring, they can refer directly to page 35 of the manual while administering this activity.

Now we are going to complete a short reading activity. I am going to show you a list of words and you will read them. It's OK 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 student the list of words. Cover all but the first word with a blank paper. After the student reads or attempts each word, move the paper down to expose the next word. If a student does not read or attempt the word after two seconds, prompt the student to move on to the next word.

You can prompt the student by saying **“What does this word say?”** Then, record the response. Do not continue to prompt the student at every word; just move the blank paper down to expose each word.

Scoring Guidelines

Points	Student Response
2	The student reads 9-10 words correctly.
1	The student reads 3-8 words correctly.
0	The student reads two or fewer words correctly.

after
were
know
some
any
over
every
then
has
give

Activity 7: High Frequency Words

Question 15

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.

Now we are going to complete a short reading activity. I am going to show you a list of words and you will read them. It's OK 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 student the list of words. Cover all but the first word with a blank paper. After the student reads or attempts each word, move the paper down to expose the next word. If a student does not read or attempt the word after two seconds, prompt the student to move on to the next word.

You can use supporting statements like **“What does this word say?”** Then, record the response. Do not continue to prompt the student at every word; just move the blank paper down to expose each word.

Scoring Guidelines

Points	Student Response
2	Student response includes 9–10 words read correctly.
1	Student response includes 3–8 words read correctly.
0	Student response includes 2 or fewer words read correctly.

when

how

many

again

could

round

from

walk

them

went

Activity 8: Bats

Questions 16 – 20

Type of Administration: Individual

Estimated Time to Administer: 10 minutes per student

Materials

- Student Booklet
- Storybook
- Student Score Sheet

Notes

- Use the bold script and storybook to administer the questions. You may repeat any information up to three times.
- Students will read from the Storybook provided with the test materials. The Student Booklet includes pages for the TA to record details on student performance and conduct error analyses during student reading.
- 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

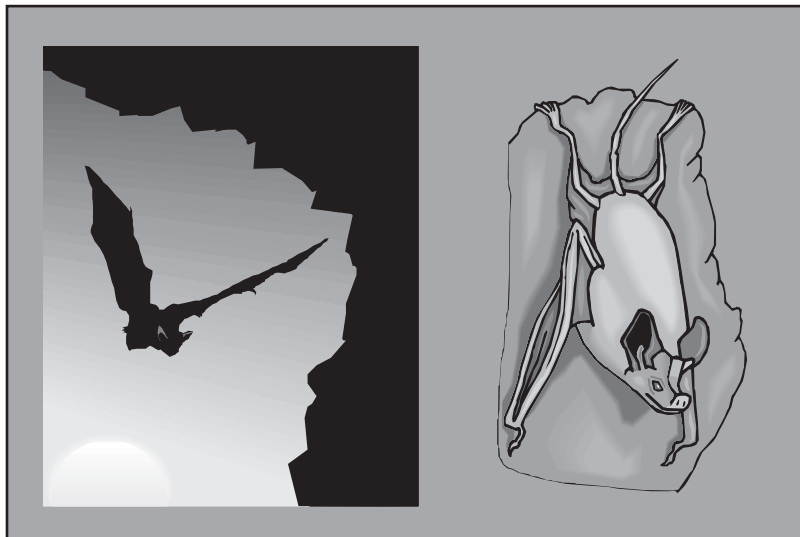
Listen to the student read the text. While the student reads, conduct error analysis on the form provided in the Student Booklet. Use the fluency and accuracy rubrics to score student reading, and record some of the student's responses to comprehension questions in the spaces provided in the Student Booklet.

Bats

Today you are going to read a text called Bats. Read carefully since you will be answering questions when you are finished.



Bats are helpful animals. Some people are afraid of them. They think bats are scary, but bats will not hurt you!



Bats live in caves, trees, and dark places. During the day, they sleep. They hang upside down to sleep. At night they fly around. Bats can fly faster than some birds.



Bats cannot see very well. They use their hearing to help them find bugs to eat. Their hearing tells them how close they are to the bugs. Just one bat catches over 100 bugs in an hour! Without bats, there would be many more bugs.



Some bats also eat fruit. They drop the seeds when they fly. Then plants can grow in new places. Bats help us get new plants. We should be happy bats are around!

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16. Indicate the picture on page 3 in the book, showing a bat flying near a bug.

Which part of the text does the picture describe?

Scoring Guidelines

Exemplar Response: -The part where the bat finds bugs. -The section about how the bat finds food.	
Other Correct Response(s): Other plausible, text-based responses will receive credit.	
Points	Student Response
1	Student response indicates that the picture describes the part of the text that is about how bats find bugs to eat.
0	Student response is incorrect or irrelevant.

17. **According to the text, how do bats sleep?**

Scoring Guidelines

Points	Student Response
1	Student response correctly identifies that bats sleep upside down.
0	Student response is incorrect or irrelevant.

18. Tell me details the author gave about bats.

Scoring Guidelines

Exemplar Response: <ul style="list-style-type: none">• Bats live in caves, trees, and other dark places.• Bats hang upside down.• Bats sleep during the day.• At night bats fly around.• Bats use their hearing to help them fly and find food.• Bats eat fruit.• Bats spread seeds.• One bat can catch over 100 bugs in an hour.• Bats help reduce the number of bugs.• Bats cannot see very well.• Bats will not hurt you.	
Points	Student Response
2	Student response includes 5 or more details from the text.
1	Student response includes 1-4 details from the text.
0	Student response does not include any details from the text.

19. Read with sufficient accuracy and fluency to support comprehension.

Scoring Guidelines

Points	Student Response
2	When reading, the student: <ul style="list-style-type: none">• Reads fluently in meaningful phrases and clauses• Applies almost all punctuation and other syntactical clues• Reads the majority of the selection with expressive interpretation
1	When reading, the student: <ul style="list-style-type: none">• Reads mostly in two- or three-word phrases, sometimes struggles to decode unknown or challenging words and may read some of the text word by word• Applies some punctuation and other syntactical clues• Uses some expressiveness and some changes in tone and emphasis
0	When reading, the student: <ul style="list-style-type: none">• Struggles to decode many or most words in a sentence, may omit or fail to read many words• Does not apply punctuation or syntactical clues• Does not read expressively

20. Read with sufficient accuracy and fluency to support comprehension.

Scoring Guidelines

Points	Student Response
2	Student reads the text with 96% accuracy or higher, making 0-4 errors.
1	Student reads the text with 90%-95% accuracy, making 5-11 errors.
0	Student reads the text with 89% accuracy or below, making 12 or more errors.

