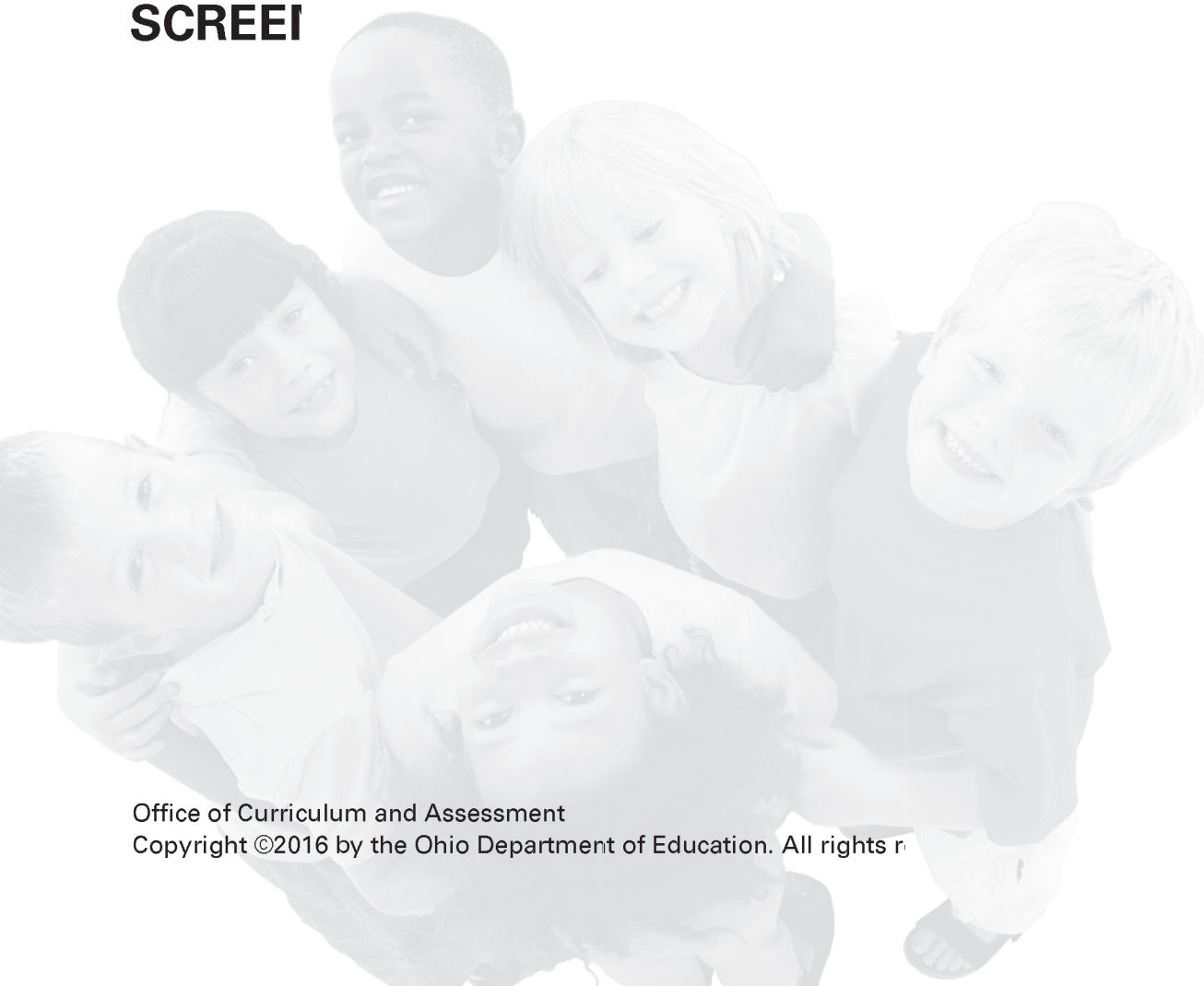


# Ohio's Diagnostic Assessments

# GRADE 3 READING

## Directions for Administration Manual

**SCREEI**



The Ohio Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services.

# ADMINISTRATION MANUAL

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## Introduction

This *Directions for Administration Manual (DFAM)* for the Ohio Diagnostic Assessments contains information on administering the 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](http://education.ohio.gov) and search key words: Diagnostic Assessments.

## Third Grade Reading Guarantee

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

## Use of Format

The Ohio Diagnostic Assessments were developed in two formats:

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

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

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

## Test Administrator Criteria

The test administrator must meet this criteria:

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

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

## Content Alignment

	Activity	Strand/Topic(s)	Standard Statement(s)
<b>Session 1</b>			
Activity 1 (page 13) Questions 1-4	Glasses for Cassie	Literature: Key Ideas and Details	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
			Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
			Describe how characters in a story respond to major events and challenges.
			Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

	Activity	Strand/Topic(s)	Standard Statement(s)
<b>Session 2</b>			
Activity 2 (page 17) Questions 5-9	A Frog's Life	Informational: Key Ideas and Details	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
			Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
			Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
			Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
			Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

	Activity	Strand/Topic(s)	Standard Statement(s)
<b>Session 3</b>			
Activity 3 (page 20) Questions 10-15	My First Flight	Literature: Key Ideas and Details	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
			Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
			Describe how characters in a story respond to major events and challenges.
			Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
			Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
			Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

	Activity	Strand/Topic(s)	Standard Statement(s)
<b>Session 4</b>			
Activity 4 (page 26) Questions 16-18	Skating Safety	Informational: Key Ideas and Details	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
			Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
			Describe how reasons support specific points the author makes in a text.

	Activity	Strand/Topic(s)	Standard Statement(s)
<b>Session 5</b>			
Activity 5 (page 33) Questions 19-25	Helen Keller	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.
			Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
		Informational: Key Ideas and Details	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.



	Activity	Strand/Topic(s)	Standard Statement(s)
<b>Session 6</b>			
Activity 6 (page 41) Question 26	Sight Words	Foundational Skills: Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. F) Recognize and read grade-appropriate irregularly spelled words.
<b>Session 7</b>			
Activity 7 (page 45) Question 27	Long and Short Vowels	Foundational Skills: Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. A) Distinguish long and short vowels when reading regularly spelled one-syllable words.
<b>Session 8</b>			
Activity 8 (page 49) Question 28	Two-Syllable Words	Foundational Skills: Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. C) Decode regularly spelled two-syllable words with long vowels.

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## Students Who Require Accommodations

### *Definition of an Accommodation*

For Ohio's Diagnostic Assessments, accommodations are considered to be adjustments to the testing conditions, test format or test administration that provide equitable access during assessments for students with disabilities and students who are English language learners.

### *Criteria for the Use of Accommodations*

Accommodations should:

- Provide equitable access during instruction and assessment;
- Mitigate the effects of a student's disability or English language learner status;
- Not reduce learning or performance expectations;
- Not change the construct being assessed;
- Not compromise the integrity or validity of the assessment;
- For students with disabilities, be documented in the IEP or 504 plan.

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## *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.

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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](http://education.ohio.gov) and search keywords: *accessibility manual*.

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# Test Administration Procedures

## Before the Test

### **Materials Needed for Testing**

Please print these materials from the website.

- TAs will need this manual.
- a Student Booklet (one per student)
- a Student Score Sheet (one per student)
- Item Cards (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.

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## During the Test Administration

### **Administration Types: Group vs. Individual**

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

### **Oral Scripts**

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

## After the Test

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

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## Activity 1: Glasses for Cassie

### 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 passage and questions on their own. 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.

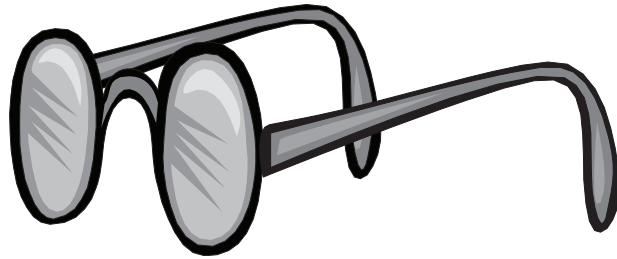
Students should read the text and answer questions independently. If a student cannot read a word and asks for help, tell that student **“Do the best you can”** or **“Think about reading strategies.”** You may use phrasing that is more familiar to your students, but you shouldn’t provide any support in figuring out specific words. After approximately 25 minutes, collect student materials.

**Today you are going to do a reading activity. At the bottom of each page, you will see the words “Go to the next page” if you are supposed to keep going or “STOP” if you are finished with the activity. When you see the word “STOP” at the bottom of the page, you are finished with the activity. You may look back at your answers to check your work. When you are finished, put your pencil down.**

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Read the text below. When you are finished, you will answer some questions about what you read. 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.

### Glasses for Cassie



In her third-grade class, Cassie sat at the table in the back of the room. She enjoyed sitting with her friends, but she had a hard time reading things that her teacher wrote on the board. She squeezed her eyes tight to help her read the words that seemed so far away. Cassie knew she should tell her teacher that she couldn't see very well, but she was afraid Mr. Clark would move her seat.

At the end of the week, Cassie came home from school with a note from Mr. Clark. He noticed Cassie was having trouble reading things written on the board. The note said that Cassie should go to the eye doctor right away. She gave the envelope to her mom. Cassie's mom read the note carefully.

"Cassie, your teacher says you are having trouble reading things that are far away. Why didn't you tell me you could not see well?" asked her mom.

"I didn't want Mr. Clark to know. He will move my seat and I won't be near my friends anymore," replied Cassie.

"Don't worry. We will go to the eye doctor. Glasses will help you to read the board. Then you won't have to move at all," said her mom.

"Glasses? I don't want glasses. Everyone will make fun of me!" cried Cassie.

She did not sleep well that night. The next morning they went to the eye doctor. The doctor checked Cassie's eyes and let her pick out a new pair of red glasses. Even though red was her favorite color, she was sure she would not wear them in class.

On the way to school, mom reminded Cassie to wear her glasses in class.



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“My friends are going to make fun of me,” thought Cassie.

During writing time, Mr. Clark wrote the directions on the board. Cassie tried to read the directions.

“Cassie, where are your glasses?” Mr. Clark whispered to her. “You need to put them on.”

Cassie slowly pulled them out of her bag and put them on. She felt as if everyone was staring at her.

“Wow, cool glasses!” Greg said.

“Thanks!” replied Cassie, “I got to pick them out myself.”

“You’re so lucky! I wish I could have glasses like yours,” said Sarah.

Suddenly, Cassie felt pretty special with her glasses. She grinned when she realized she could read every word on the board.

“Maybe glasses aren’t so bad after all,” she thought.

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1. Why doesn't Cassie want her teacher to know that she cannot see the board?
    - A. She doesn't want to get in trouble.
    - B. She doesn't want to have her seat moved.
    - C. She doesn't want the teacher to tell her mother.
  
  2. What lesson can be learned from this text?
    - A. Things are not as bad as they first seem.
    - B. Getting new glasses is a bad idea.
    - C. It is good to hide problems.
  
  3. How does Cassie respond when her mom first tells her she needs glasses?
    - A. She says that she will never wear her glasses in the classroom.
    - B. She says she doesn't want glasses because everyone will make fun of her.
    - C. She says getting glasses will help her see the directions written on the board.
  
  4. How do Cassie and her mother think differently about Cassie getting glasses?
    - A. Cassie thinks kids will tease her for wearing glasses. Her mom thinks Cassie will be able to read better.
    - B. Cassie doesn't want her seat to be moved. Cassie's mom wants her seat moved closer to the board.
    - C. Cassie wants to get glasses. Her mom thinks kids in Cassie's class will tease her.

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## Activity 2: A Frog’s Life

### Questions 5 – 9

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 passage and questions on their own. 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.

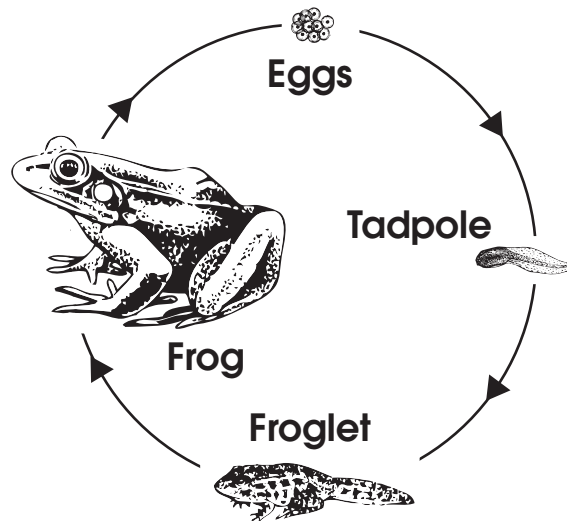
Students should read the text and answer questions independently. If a student cannot read a word and asks for help, tell that student **“Do the best you can”** or **“Think about reading strategies.”** You may use phrasing that is more familiar to your students, but you shouldn’t provide any support in figuring out specific words. After approximately 25 minutes, collect student materials.

**Today you will be doing a reading activity. At the bottom of each page, you will see the words “Go to the next page” if you are supposed to keep going or “STOP” if you are finished with the activity. When you see the word “STOP” at the bottom of the page, you are finished with the activity. You may look back at your answers to check your work. When you are finished, put your pencil down.**

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Read the text below. When you are finished, you will answer some questions about what you read. 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.

## A Frog's Life



The life of a frog is very interesting. A frog is an animal that spends part of its life in the water and part on land. Frogs go through different parts of their lives, called stages, as they grow. They go through changes at each stage. These changes happen in a certain order. The first stage begins with the egg. When frogs are born, they hatch from eggs in the water. We call them tadpoles. Tadpoles have tails but no legs.

As they get bigger, tadpoles grow legs. Then they move into the next stage. First the back legs grow, then the front legs. As their legs get longer, their tails get shorter. At this stage, we call them froglets. Froglets change even more as they keep growing. Their tails get smaller and smaller until they are completely gone.

The final stage of frogs' lives happen when the tail is completely gone. They are now full-grown adult frogs. This means they are ready to live on the land as well as in the water. Frogs swim in water and hop on land. Many times you can find them sitting on the rocks near the water. They eat insects, worms, and spiders that they find both in water and on land. In the spring, frogs lay eggs in the water that will soon hatch and become tadpoles. The stages start again.

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5. Where do frogs live when they are first born?
- A. on land
  - B. on rocks
  - C. in water
6. What is this text mostly about?
- A. the stages in a frog's life
  - B. what tadpoles look like
  - C. where froglets live
7. What does a froglet change into after its tail is gone?
- A. an egg
  - B. a tadpole
  - C. a frog
8. Why did the author write about frogs?
- A. to tell a funny story about frogs
  - B. to get people to buy a frog
  - C. to explain how frogs grow
9. What does the diagram above the text help you understand about frogs?
- A. how a frog grows
  - B. where a frog lives
  - C. what a frog eats

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## Activity 3: My First Flight

### Questions 10 – 15

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 passage and questions on their own. 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.

Students should read the text and answer questions 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. After approximately 25 minutes, collect student materials.

**Today you will be doing a reading activity. At the bottom of each page, you will see the words “Go to the next page” if you are supposed to keep going or “STOP” if you are finished with the activity. When you see the word “STOP” at the bottom of the page, you are finished with the activity. You may look back at your answers to check your work. When you are finished, put your pencil down.**

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Read the text below. When you are finished, you will answer some questions about what you read. 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.

## My First Flight



Today I rode on an airplane for the first time. My friend Lauren and I went to see my grandparents. I was scared because I was afraid of flying. Lauren said, "Don't worry, Kayla!" and gave me a hug.

When we got to the airport, we checked in. The airline has people to take care of children like us who are flying alone. They took us to the gate. I tried to think about how much fun it would be to see my grandparents, but I was so scared that I almost wished I didn't have to go.

When it was time to get on the plane, we walked through a tunnel that connected the airport to the plane. Even though I was still close to the ground, I felt like it was far away.

The worker from the airline took us to our seats near the back of the plane. I had the window seat. I wasn't sure I would like that.

"Have a great trip," said the airline worker. "If you need anything, press this button to call someone to help you." We smiled and said thank you.

When it was time for our plane to take off, we had to buckle our seatbelts. The plane started to move. It moved faster and faster until we felt it lift off the ground. I held Lauren's hand tightly, and she told me that we would be okay. I took deep breaths to keep calm.

After a while, Lauren and I talked and read our books. I almost forgot to be afraid, but I still didn't want to look out the window. As long as I didn't look, I could forget that I was so high in the air. When we hit a bump, I grabbed Lauren's hand again. She told me to pretend I was in a car, and I tried to do what she said.

"See, it's not so bad, Kayla," she said. "Anyway, we'll be there soon."

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Near the end of the flight, Lauren looked past me out the window. “Wow, that’s cool!” she said. “I can see cars but they look as small as bugs! The houses look tiny, too!” I started to get curious and peeked out the window. Lauren was right. It did look cool—and not as scary as I thought it would be. We made up stories about the tiny people in their tiny cars.

We watched everything below us get bigger as the plane started to land. When we landed, I felt calm and happy. “I’m not scared anymore,” I told Lauren, “Flying is fun!” She grinned and gave me a high five. I know that Lauren is the reason I stopped being afraid. I am glad I had such a good friend with me on my first flight.



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10. When does Kayla stop feeling scared?

**Scoring Guidelines**

<b>Exemplar Response:</b> <ul style="list-style-type: none"><li>• When she peeked out the window</li><li>• Near the end of the flight</li></ul>	
Points	Student Response
1	Student response correctly identifies the point at which Kayla stops feeling scared near the end of the text.
0	Student response is incorrect or irrelevant.

11. According to the text, what lesson did Kayla learn?

- A. It is important to fly on a plane when you travel.
- B. Good friends help each other when they are scared.
- C. Airlines have workers who help children who are flying alone.

12. How does Kayla change from the beginning to the end of the text?

- A. She learns how to help Lauren.
- B. She learns to be a good friend.
- C. She learns not to be afraid of flying.

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13. Number these statements in the order they appear in the text.

\_\_\_\_\_ She told me to pretend I'm in a car, and I tried to do what she said.

\_\_\_\_\_ We made up stories about the tiny people in their tiny cars.

\_\_\_\_\_ Even though I was still close to the ground, I felt like it was far away.

**Scoring Guidelines**

Points	Student Response
1	Student writes a 2 by the first sentence, a 3 by the second sentence, and a 1 by the third sentence.
0	The student does not correctly sequence the events in the text.

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14. What is the name of the person telling the story?

\_\_\_\_\_

**Scoring Guidelines**

<b>Exemplar Response:</b> Kayla	
Points	Student Response
1	Student response correctly identifies the person telling the story.
0	Student response is incorrect or irrelevant.

15. What is one thing Lauren says or does to show that she is a good friend to

Kayla? \_\_\_\_\_

**Scoring Guidelines**

<b>Exemplar Response:</b> <ul style="list-style-type: none"><li>• Lauren tells Kayla not to worry.</li><li>• Lauren gives Kayla a hug.</li><li>• Lauren lets Kayla hold her hand.</li><li>• Lauren tells Kayla to pretend she is in a car.</li><li>• Lauren makes up stories with Kayla.</li></ul>	
<b>Other Correct Response(s):</b> Other plausible, text-based responses will receive credit.	
Points	Student Response
1	Student response correctly identifies one way Lauren is a good friend to Kayla.
0	Student response does not correctly identify one way that Lauren is a good friend to Kayla.

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## Activity 4: Skating Safety

### Questions 16 – 18

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 passage and questions on their own. 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 14.

Students should read the text and answer questions 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. After approximately 25 minutes, collect student materials.

**Today you will be doing a reading activity. At the bottom of each page, you will see the words “Go to the next page” if you are supposed to keep going or “STOP” if you are finished with the activity. When you see the word “STOP” at the bottom of the page, you are finished with the activity. You may look back at your answers to check your work. When you are finished, put your pencil down.**

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Read the text below. When you are finished, you will answer some questions about what you read. 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.

## Skating Safety

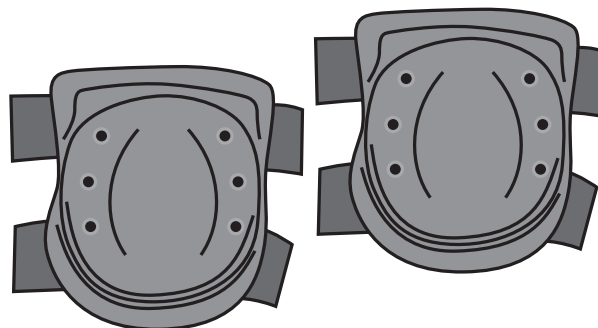
On a sunny day skating can be a lot of fun. It is a great way to play with friends. Skating can be good exercise, too. But before you put on skates, you need to know about skating safety.

### Wearing a Helmet



To stay safe, you should wear a helmet when skating. The helmet will protect your head in case you fall or hit something. It will also protect your brain. It is important to get the right size helmet. It should sit flat on top and cover your forehead. If the helmet tips back too far, it won't keep you safe. Check the straps next. They should fasten tightly under your chin. If the straps are too loose, your helmet will move and will not protect you well.

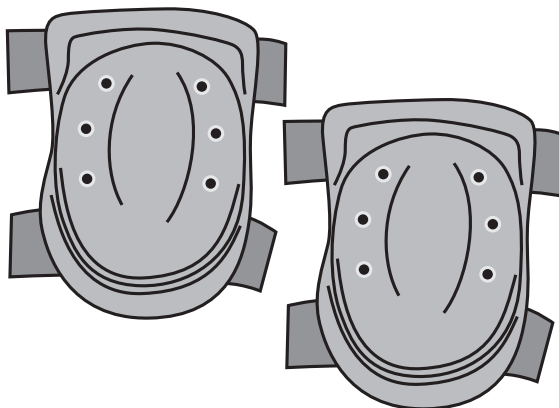
### Wearing Knee Pads



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It is also a good idea to wear knee pads while you skate. These pads protect your knees if you fall. They come in different sizes just as helmets do. Try them on to be sure they fit well. They should cover your knees completely, but not be too large. If they are too big, you will know because you will not be able to move your legs correctly! To put on the pads, hold them in place on your knees and attach the straps in back. Walk around with them on to make sure they are comfortable for you.

### **Wearing Elbow Pads**



Elbow pads work like knee pads, but they protect your elbows. You need to try them on to be sure they fit well, too. They should not be too big or too small. If the pad covers your elbow and you can move your arm properly, it fits well. To put on your elbow pads, you may need someone to help you. First, place the elbow pad over your elbow. Then attach the straps on the inside of your elbow. Move your arms around to be sure they are comfortable for you.

Once you have your helmet and pads on, you are ready to skate. You can have fun and be safe at the same time!

---

16. What is the fourth paragraph mostly about?

- A. how to wear a helmet
- B. how to wear knee pads
- C. how to wear elbow pads

---

17. List one subheading from the text.

---

Provide one fact that is included under this subheading.

---



## Scoring Guidelines

### **Exemplar Response:**

Student response should include one of the following headings and one fact related to that heading.

#### Wearing a Helmet

- The helmet will protect your head if you fall or hit something.
- It protects your brain.
- The helmet should sit flat on your head and cover your forehead.
- The straps should fasten tightly under your chin.
- If the straps are too loose, the helmet will move and not protect you well.

#### Wearing Knee Pads

- Knee pads protect your knees if you fall.
- Knee pads come in different sizes.
- They should cover your knees completely, but not be too large.
- If the knee pads are too big, you will not be able to move your legs correctly.
- To put on the pads, hold them in place on your knees and attach the straps in back.

#### Wearing Elbow Pads

- Elbow pads work like knee pads, but they protect your elbows.
- You need to try elbow pads on to be sure they fit well.
- Elbow pads should not be too big or too small.
- If the pad covers your elbow and you can move your arm properly, it fits well.
- To put on your elbow pads, you may need someone to help you.
- To put on elbow pads, you place the pad over your elbow then attach the straps on the inside of your elbow.

### **Other Correct Response(s):**

Other plausible, text-based responses will receive credit.

Points	Student Response
1	Student response correctly identifies one subheading and one correlating fact from the text related to that subheading.
0	Student response does not correctly identify one subheading or correlating fact from the text related to that subheading.

---

18. According to the text, why is it a good idea to wear knee pads?

- A. for appearance
- B. for protection
- C. for comfort

---

## Activity 5: Hellen Keller

### Questions 19 – 25

Type of Administration: Individual

Estimated Time to Administer: 10 minutes per student

#### Materials

- Student Booklet
- 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.
- 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 familiarize themselves with the scoring requirements prior to the administration. Note that TAs can make a copy of page 35 from the DFAM for the student or the student may read from the DFAM. The Student Booklet includes pages for the TA to record details on student performance and conduct error analyses during student reading. Note that there is one item associated with this activity that requires asking the student about the text. Question 23 is on page 39 of the DFAM. It is not in the Student Booklet.

#### 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.

---

Go to the next page

# Helen Keller



Helen Keller was born in 1880. As a baby, she became sick with scarlet fever. At that time, doctors didn't know how to treat it. This sickness made Helen blind and deaf. This means she couldn't see or hear. She couldn't hear people talking, so she didn't learn to speak when she was young.

Helen's parents didn't know what to do. They gave her everything she wanted so she wouldn't be unhappy. But still Helen wasn't happy. She was often afraid or angry because she couldn't ask for what she wanted or needed.

Then Helen's parents hired a special teacher named Anne Sullivan. Anne came to live with Helen and her parents. She worked with Helen every day. Anne knew a special way to talk. She spelled words by using her fingers to form letters onto Helen's hand. She placed things in Helen's hands and then spelled their names over and over again. At last, Helen learned to make words, too.

When Helen got older, she even learned to speak. She became a famous writer and speaker. Helen told people to work hard and not give up. She lived an amazing life. Helen didn't let anything stop her.



19. Refer to error analysis to score whether students read the selected long and short vowel words correctly: know, it, see, speak, gave, ask, make, got, up, life.

**Scoring Guidelines**

Points	Student Response
1	The student reads at least 8 out of 10 words correctly.
0	The student reads 7 or fewer words correctly.

20. Refer to error analysis to score whether students read the selected two-syllable words with long vowel sounds correctly: baby, became, fever, afraid, needed, teacher, over, older, even, speaker.

**Scoring Guidelines**

Points	Student Response
1	The student reads at least 8 out of 10 words correctly.
0	The student reads 7 or fewer words correctly.

21. Refer to error analysis to score whether students read the selected words with prefixes and suffixes correctly: sickness, talking, unhappy, worked, writer.

**Scoring Guidelines**

Points	Student Response
1	The student reads at least 4 out of 5 words correctly.
0	The student reads 3 or fewer words correctly.

22. Tell me 3 facts about Helen Keller that are found in this text.

**Scoring Guidelines**

**Exemplar Response:**

- She was born in 1880.
- She was sick when she was a baby/she got scarlet fever.
- She became deaf and blind/She could not see or hear.
- She didn't learn to speak when she was young.
- She was often afraid/angry.
- Her parents did not know how to help her.
- Her parents hired a teacher named Anne.
- Anne taught Helen to talk by spelling with her fingers.
- Helen learned to make words.
- When she got older Helen learned to speak.
- She became a writer and speaker/became famous.
- She told people not to give up/to work hard.

**Other Correct Response(s):**

Other plausible, text-based responses will receive credit.

Points	Student Response
1	Student response states at least 3 facts based on the text, including but not limited to suggestions from the list.
0	Student response does not state at least 3 facts based on the text, including but not limited to suggestions from the list.



---

23. What is this text mainly about?

**Scoring Guidelines**

<b>Exemplar Response:</b> Helen Keller	
Points	Student Response
1	The student provides the main topic of the text.
0	The student does not provide the main topic of the text.

24. 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 0-8 errors.
1	Student reads the text with 90%-95% accuracy, making 9-20 errors.
0	Student reads the text with 89% accuracy or less, making 21 or more errors.

---

25. 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"><li>• Reads fluently in meaningful phrases and clauses</li><li>• Applies almost all punctuation and other syntactical clues</li><li>• Reads the majority of the selection with expressive interpretation</li></ul>
1	When reading, the student: <ul style="list-style-type: none"><li>• 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</li><li>• Applies some punctuation and other syntactical clues</li><li>• Uses some expressiveness and some changes in tone and emphasis</li></ul>
0	When reading, the student: <ul style="list-style-type: none"><li>• Struggles to decode many or most words in a sentence, may omit or fail to read many words</li><li>• Does not apply punctuation or syntactical clues</li><li>• Does not read expressively</li></ul>

---

## Activity 6: Sight Words

### Question 26

Type of Administration: Individual

Estimated Time to Administer: 5 minutes per student

#### Materials

- Item Card (to be copied from this manual)
- 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.

---

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 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 list of words. Cover all but the first word with the 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 may 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; just move the blank paper down to expose each word.

### Scoring Guidelines

Points	Student Response
1	The student identifies at least 9 to 10 words correctly.
0	The student identifies 8 or fewer words correctly.

**listen**

**watch**

**thought**

**enough**

**taught**

**become**

**something**

**famous**

**exciting**

**certain**



---

## Activity 7: Long and Short Vowels

### Question 27

Type of Administration: Individual

Estimated Time to Administer: 5 minutes per student

#### Materials

- Item Card (to be copied from this manual)
- 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 47 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 47 from the manual for use during the administration. If TAs are comfortable with the script and scoring, they can refer directly to page 47 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. Do you have any questions 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 read the word within three seconds, say **“Go on to the next word.”**

### Scoring Guidelines

Points	Student Response
1	The student reads at least 8 out of 10 words correctly.
0	The student reads 7 or fewer words correctly.



**hush, trail, fry, throat, shed**

**throm, wraff, shig, glube, preat**



---

## Activity 8: Two-Syllable Words

### Question 28

Type of Administration: Individual

Estimated Time to Administer: 5 minutes per student

#### Materials

- Item Card (to be copied from this manual)
- 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 51 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 51 from the manual for use during the administration. If TAs are comfortable with the script and scoring, they can refer directly to page 51 of the manual while administering this activity.

---

I am going to show you some words. You will read the words to me. Try to read each word, but if you see one you cannot read, you may skip it and go on to the next one. Do you have any questions before we begin?

Answer any student questions, then show the student the word list. If the student does not read the word within three seconds, say **“Go on to the next word.”**

**Scoring Guidelines**

Points	Student Response
1	Student reads at least 4 of the 5 words correctly.
0	Student reads 3 or fewer words correctly.

**fable**

**either**

**frighten**

**elbow**

**perfume**





