

Ohio's Assessment System



Reading and Mathematics

Administration Manual

Short Screening Measure



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ADMINISTRATION MANUAL

This Administration Manual provides scripts and step-by-step instructions for administering and scoring the Grade 1 Short Screening Measures. As the charts that follow show, each of the activities is aligned with the Common Core State Standards.

Reading Alignment Chart

	Activity	Strand/Topic(s)	Standard Statement(s)
Session 1			
Activity 1 (page 9) Questions 1 and 2	Multiple- Meaning Words	Language: Vocabulary Acquisition and Use	Use sentence-level context as a clue to the meaning of a word or phrase.
Activity 2 (page 11) Questions 3 – 5	Sight Words	Foundational Skills: Phonics and Word Recognition	Recognize and read grade-appropriate irregularly spelled words.
Activity 3 (page 13) Questions 6 and 7	Oral Reading and Retelling	Foundational Skills: Fluency Literature: Key Ideas and Details	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. Describe characters, settings, and major events in a story, using key details.
Activity 4 (page 19) Question 8	Sentence Writing	Language: Conventions of Standard English	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Mathematics Alignment Chart

	Activity	Domain(s)	Standard(s)
Session 2			
Activity 1 (page 25)	Comparing Numbers	Number and Operations in Base Ten	B.3
Activity 2 (page 28)	Subtraction and Addition	Operations and Algebraic Thinking	A.1, C.6
Activity 3 (page 32)	Parts of a Figure	Geometry	A.3
Activity 4 (page 34)	Telling Time	Measurement and Data	B.3
Activity 5 (page 36)	Graphs	Measurement and Data	C.4

About the Short Screening Measures

In response to Ohio teacher feedback, Short Screening Measures (SSMs) were developed. Each consists of six to eight questions and can be administered in 10 to 15 minutes. The questions were selected and reviewed by committees of Ohio educators for Reading and Mathematics for students in kindergarten and first and second grades.

The Short Screening Measures cannot provide the type of information about students' strengths and needs that is available from the Diagnostic and Screening Measures. The short measures will tell you whether a student has the skills and abilities necessary to meet end-of-the-year expectations. These short measures will only differentiate between students who are "on track" and students who are "not on track."

Administration Notes

The following pages provide specific information about administering the Short Screening Measures, including estimated time, materials, teacher scripts, and scoring guidelines for each question or activity. Please review this manual carefully before you begin.

Accommodations

For LEP students, students on 504 plans and students with IEPs, provide the testing accommodations specified in the student's plan. Accommodations should always be related to the student's specific disability. A student's assessment results should reflect his or her true ability and should not be affected by inappropriate accommodations.

Materials

To administer the Grade 1 Reading Short Screening Measure, you will need the following materials: Grade 1 Student Score Sheet, “Pam Loves to Write” storybook, and this Administration Manual. For a complete list of the materials you will need, see page 7.

To administer the Grade 1 Mathematics Short Screening Measure, you will need the following materials: Grade 1 Student Score Sheet, item cards and this Administration Manual. For a complete list of the materials you will need, see page 23.

The Student Score Sheet contains the scoring key, has space for you to write the student’s response and your comments, and has a place to assign an appropriate score. You will need a score sheet for each student.

This Administration Manual contains teacher scripts for each activity, scoring guidelines and general guidelines to follow. Please thoroughly read this manual before beginning the assessment.

Scoring

Scoring guidelines that contain the word “Key” identify one or more correct response(s).

Scoring guidelines that contain the word “Example” identify one or more possible correct response(s); however, other correct responses are possible.

Things to Remember

Before you begin . . .

- Prepare a Student Score Sheet for each student you are assessing.
- Plan to spend several minutes gathering and organizing the necessary materials before administration.

When the students are ready to begin . . .

- Explain to the students that they will work on some activities and that you will provide breaks when needed.
- Let the students know that this is a chance to show what they know.

While administering the Short Screening Measure . . .

- Use the script in this Administration Manual. The script is written in **bold type**. You may assist the students, as necessary, to understand the directions.
- Read a question or related text up to three times, if needed or requested by a student.
- Observe and document the strategies students use in responding to the questions.

After administering the Short Screening Measure . . .

- Thank the students for their efforts.
- Score their responses and record the score on the Student Score Sheet.
- After scoring a student's test, teachers can consult a look-up table, which can be found on the Student Score Sheet, to determine if the student is "on track" or "not on track" with end-of-the-year performance expectations.

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- A student who is “on track” should continue to receive classroom instruction throughout the remainder of the year that is focused on the Common Core State Standards and that is informed and adjusted through ongoing observation and everyday assessment. A student who is “not on track” has yet to master all the skills and abilities necessary to meet end-of-the-year expectations. Teachers should use their best professional judgment to determine whether a student requires additional assessment or whether the student will be on target by the end of the school year.

READING SHORT SCREENING MEASURE

Session 1: Language: Vocabulary Acquisition and Use, Conventions of Standard English; Foundational Skills: Phonics and Word Recognition, Fluency; Literature: Key Ideas and Details

Activities 1 – 4

Questions 1 – 8

Type of Administration: Individual or Small Group

Estimated Time to Administer: 10-15 minutes

Materials

- Student Score Sheet (Grade 1 Short Screening Measure Materials)
- Sight Word List (Grade 1 Short Screening Measure Materials)
- “Pam Loves to Write” storybook (Grade 1 Diagnostic Notebook Form A Reading Pocket Folder)
- One sheet of white, unlined paper
- Pencils

Notes

You may say each question up to three times.

If the student gives a correct response, circle a score of 1 on the Student Score Sheet. You do not have to write the student’s response in the Student Response column.

If the student gives an incorrect or irrelevant response, circle a score of 0 on the Student Score Sheet. If it is appropriate for your records, write the student’s response in the Student Response column on the Student Score Sheet.

 Script

Today we will complete some reading activities using letters, sounds and words. These activities will help me understand what you already know about letters, sounds and words. It is important that you do your best work, but if you are not really sure of an answer, it is OK to make your best guess. You will have as much time as you need. While we are working together, I will be writing notes. Do you have any questions?

Answer any questions.

Activity 1: Multiple-Meaning Words

Language: Vocabulary Acquisition and Use

Standard Statement

Use sentence-level context as a clue to the meaning of a word or phrase.

Questions 1 and 2

Type of Administration: Small Group

Materials

- Student Score Sheets (Grade 1 Short Screening Measure Materials)
- Pencils

Script

We are going to play a game with words. These words can have more than one meaning. I will read some sentences to you. Your job is to circle your answer on your paper. Do you have any questions?

Answer any questions.

Let's begin.



Scoring Guidelines — Questions 1 and 2

- 1 The response is correct.
- 0 The response is incorrect or irrelevant.
- NR No response is given.

Question 1



Script

Listen to the sentence, then circle the correct meaning of fair:

Amy and Jeff went on all the rides at the fair.

a kind of weather a place to have fun a special decision

Wait for the students to circle an answer.

Question 2

Listen to the sentence, then circle the correct meaning of the word ring.

Beth will win the game if she can throw the ball into the ring.

something round something noisy something shiny

Wait for the students to circle an answer.

Activity 2: Sight Words

Foundational Skills: Phonics and Word Recognition

Standard Statement

Recognize and read grade-appropriate irregularly spelled words.

Questions 3 – 5

Type of Administration: Individual

Materials

- Student Score Sheet (Grade 1 Short Screening Measure Materials)
- Sight Word List (Grade 1 Short Screening Measure Materials)
- One sheet of white, unlined paper



Setup

Place the Sight Word List in front of the student. Cover the list with the paper.

Reminder

As soon as you uncover each word, start counting to yourself: “one one-thousand, two one-thousand” and so on. If the student reads the word aloud by the time you have finished saying “one one-thousand,” the student has read the word in one second. Only words that are read in one second or less are considered correct.

Script

We are going to play another game with words. I will show you a word, and you will read the word out loud as quickly as you can. Your answers will help me understand what you already know about words. You can ask me questions at any time. I want you to do your best. Do you have any questions?

Answer any questions.

Scoring Guidelines — Questions 3 – 5

- 1 The response is correct.
- 0 The response is incorrect or irrelevant.
- NR No response is given.

Notes

Reveal the words on the list one at a time, and wait for the student's response. Score the responses on the Student Score Sheet.

Make a note in the comments section if the student takes more than one second to read a word.

Script

Let's begin.

Sight Word List

our
there
what

Activity 3: Oral Reading and Retelling

Foundational Skills: Fluency

Standard Statement

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Literature: Key Ideas and Details

Standard Statement

Describe characters, settings, and major events in a story, using key details.

Questions 6 and 7

Type of Administration: Individual

Materials

- Student Score Sheets (Grade 1 Short Screening Measure Materials)
- “Pam Loves to Write” storybook (Grade 1 Diagnostic Notebook Form A Reading Pocket Folder)

Note

You may provide the student with the character names (except Mom, Dad, Grandma, and Grandpa) each time they appear in the text. Errors made while reading character names are not counted when scoring.

Question 6

Setup

Place the storybook “Pam Loves to Write” in front of the student.

Script

Today you will read a story out loud to me. After you finish reading the story, you will tell me about the story you read. Some of the words may be hard to read, and some of them may be easy to read. Just do the best you can. I am going to take some notes while you read so that I'll remember how well you did when you have finished. Do you have any questions?

Answer any questions.

You may start reading now.

Score the student's fluency after you have finished recording the student's accuracy. Use the Oral Reading Fluency Guidelines to score the student's reading fluency.

Scoring Guidelines — Question 6

Oral Reading Fluency Guidelines

3 **When reading, the student:**

- Reads fluently in meaningful phrases and clauses of five or more words.
- Applies all punctuation and other syntactical clues.
- Reads the majority of the selection with expressive interpretation.
- Appears to have a meaningful understanding of the text.

2 **When reading, the student:**

- Reads mostly in two- or three-word phrases with pauses for decoding 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.
- Appears to understand little of the text.

1 **When reading, the student:**

- Reads mostly word by word and struggles to decode several or most of the words in a sentence.
- Rarely applies punctuation and syntactical clues.
- Rarely reads expressively.
- Rarely reads for understanding.

0 **When reading, the student:**

- Does not read most words and does not decode most words in a sentence.
- Does not apply punctuation or syntactical clues.
- Does not read expressively.
- Does not read for understanding.

NR No response is given.

Question 7

Thank you. Now I'd like you to tell me about the story as if I were a friend who has never heard it. Start at the beginning. Tell me all that you can remember about the story: where the people are and what they do in the beginning, the middle and the end of the story. Look back at the story if you need to. Do you have any questions about what you should do?

Answer any questions.

Tell me about the story.

Allow the student to tell you as much as he or she remembers, without interruption. If the student asks for help, remind him or her that it is OK to look back at the story. Also, use these prompts to probe for more information.

Script

If the student stops retelling the story, you may prompt with the following.

Keep going. You're doing a good job.

Tell me more about that.

You mentioned _____. Why don't you tell me more about _____ in the story?

Is there anything else?

These prompts can be used without penalty to the student's retelling score.



Scoring Guidelines — Question 7

Setting — Where the selection takes place

- 2 The student identifies all the settings in the selection.
Key: Pam’s room and the kitchen
- 1 The student identifies at least one of the settings in the selection.
Example: the kitchen
- 0 The response is incorrect or irrelevant.
- NR No response is given.

Events — What happened in the beginning, middle and end of the selection

- 3 The student identifies at least three events from the selection in the correct order.
Example: Pam wrote lots of notes. Pam wrote a grocery list. Pam’s mom wrote on a cake.
- 2 The student identifies two events from the selection in the correct order.
Example: Pam wrote notes. Pam’s mom wrote on the cake.
- 1 The student identifies one event from the selection.
Example: Pam wrote notes.
- 0 The response is incorrect or irrelevant.
- NR No response is given.

If the student finishes the retelling but has not retold enough of the story to achieve the highest possible score, use the prompts. Do not use any questions that are not listed here. The prompts are not scored separately but are linked to the parts of the story-retelling rubric listed in the parentheses.

Where are they? (setting)

What happens in the story? (events)

What happens first? (events)

What happens next? (events)

What happens at the end? (events)

Increase the student's score in each or any of the items on the basis of the prompted retelling.

Activity 4: Sentence Writing

Language: Conventions of Standard English

Standard Statement

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Question 8

Type of Administration: Small Group

Materials

- Student Score Sheets (Grade 1 Short Screening Measure Materials)
- Pencil and writing paper for each student

Script

Now we are going to play a writing game.

I am going to say a sentence. Listen to the words I say, and write down the sounds you hear.

Question 8



Setup

Give each student a pencil and paper.



Script

Listen to this sentence: Mike plays with Frank and June in the park each day when school is out.

I will say the sentence again slowly. Say each word softly after me to help you hear the sounds. Write on your paper the sounds you hear.

Mike plays with Frank and June in the park each day when school is out.

Repeat each word one by one, and wait for the students to finish writing before you say the next word.

Wait for a response.

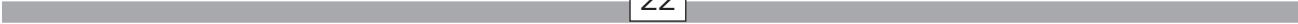
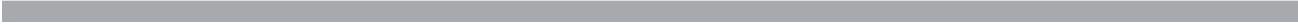
Remember, you are scoring for sounds, not letters.



Scoring Guidelines — Question 8

Count each sound correctly identified (e.g., “c” or “k” for the “c” in “cat”). Then use the scoring guidelines to determine the score. Appropriate phonetic spellings are acceptable (e.g., “mi” for “my”; “kat” for “cat”).

- 7 The student correctly writes 37 or more sounds.
- 6 The student correctly writes 31 to 36 sounds.
- 5 The student correctly writes 25 to 30 sounds.
- 4 The student correctly writes 19 to 24 sounds.
- 3 The student correctly writes 13 to 18 sounds.
- 2 The student correctly writes 7 to 12 sounds.
- 1 The student correctly writes 1 to 6 sounds.
- 0 The student does not correctly write any sounds.
- NR No response is given.



MATHEMATICS SHORT SCREENING MEASURE

Session 2: Number and Operations in Base Ten,
Operations and Algebraic Thinking, Geometry, and
Measurement and Data

Activities 1 – 5

Questions 1 – 8

Type of Administration: Individual or Small Group

Estimated Time to Administer: 10 – 15 minutes

Materials

- Student Score Sheet (Grade 1 Mathematics Short Screening Measure Materials)
- Item card — comparing numbers (Grade 1 Mathematics Short Screening Measure Materials)
- 10 counters
- Blank sheet of paper
- Pencil and paper
- Item card — sorting mat (Grade 1 Mathematics Short Screening Measure Materials)
- Item card — quadrilaterals (Grade 1 Mathematics Short Screening Measure Materials)
- Item card — analog clock (Grade 1 Mathematics Short Screening Measure Materials)
- Item card — favorite animals graph (Grade 1 Mathematics Short Screening Measure Materials)

 Script

Today we are going to work with numbers. I will ask you some questions and watch you do some activities. At different times, I will ask you to count, write or use a special math tool. This will help me understand what you already know about mathematics. It is important that you do your best work, but if you are not really sure of an answer, it is OK to make your best guess. You will have as much time as you need. Do you have any questions?

Answer any questions.

Activity 1: Comparing Numbers

Number and Operations in Base Ten:

Understand place value.

3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Questions 1 and 2

Type of Administration: Individual

Materials

- Student Score Sheet (Grade 1 Mathematics Short Screening Measure Materials)
- Item card — comparing numbers (Grade 1 Mathematics Short Screening Measure Materials)
- Pencil

 Script

In this activity you will be comparing numbers.

Question 1



Setup

Place the top portion of the comparing numbers item card in front of the student, as shown.

$$35 \quad \square \quad 31$$

> < =



Script

Which symbol belongs in the box?



Scoring Guidelines — Question 1

- 1 Student identifies the greater than symbol (>); for example, student points to or circles the greater than symbol or says “greater than.”
- 0 Incorrect or irrelevant response
- NR No response is given.

Question 2

Setup

Place the bottom portion of the comparing numbers item card in front of the student, as shown.

$$79 \quad \square \quad 86$$

> < =

Script

Which symbol belongs in the box?

Scoring Guidelines — Question 2

- 1 Student identifies the less than symbol (<); for example, student points to or circles the less than symbol or says “less than.”
- 0 Incorrect or irrelevant response
- NR No response is given.

Activity 2: Subtraction and Addition

Operations and Algebraic Thinking:

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Add and subtract within 20.

6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Questions 3 – 5

Type of Administration: Individual

Materials

- Student Score Sheet (Grade 1 Mathematics Short Screening Measure Materials)
- 10 counters
- Blank sheet of paper
- Pencil and paper
- Item card — sorting mat (Grade 1 Mathematics Short Screening Measure Materials)

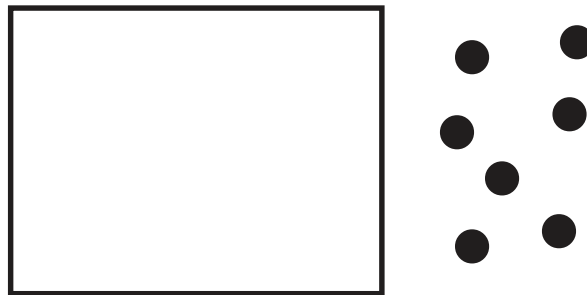
Script

In this activity you will be adding and subtracting.

Question 3

Setup

Disperse 10 counters randomly in front of the student. Cover 3 counters with a blank sheet of paper, as shown.



Script

There are 10 counters altogether. Some of the counters are covered.

How many counters are covered? Tell me without looking under the paper.

Wait for a response.

Scoring Guidelines — Question 3

- 1 Student identifies that three counters are covered; for example, student says “3” or holds up 3 fingers.
- 0 Incorrect or irrelevant response
- NR No response is given.

Question 4

Setup

Place the pencil and paper in front of the student.



Script

Show how you found the answer.

Wait for a response.

Scoring Guidelines — Question 4

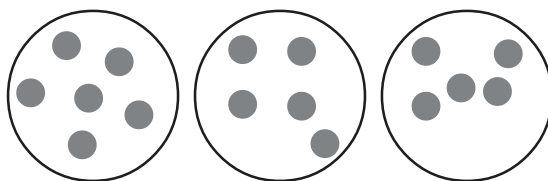
- 2 Student provides a clear and reasonable explanation of how he or she found the answer.
- 1 Student provides a partially correct or reasonable explanation of how he or she found the answer.
- 0 Incorrect or irrelevant response
- NR No response is given.

Question 5

Setup

Place the sorting mat item card facing the student, as shown.

Place a pencil and paper in front of the student.



Script

Write a number sentence to show how many counters there are altogether.

Scoring Guidelines — Question 5

- 1 Student creates a number sentence with an answer of 16. Answers include $6 + 5 + 5 = 16$, $16 = 6 + 5 + 5$; $5 + 5 = 10 + 6 = 16$ or $2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 16$. (Other answers exist.)
- 0 Incorrect or irrelevant response
- NR No response is given.

Activity 3: Parts of a Figure

Geometry:

Reason with shapes and their attributes.

3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Question 6

Type of Administration: Individual

Materials

- Student Score Sheet (Grade 1 Mathematics Short Screening Measure Materials)
- Item card — quadrilaterals (Grade 1 Mathematics Short Screening Measure Materials)

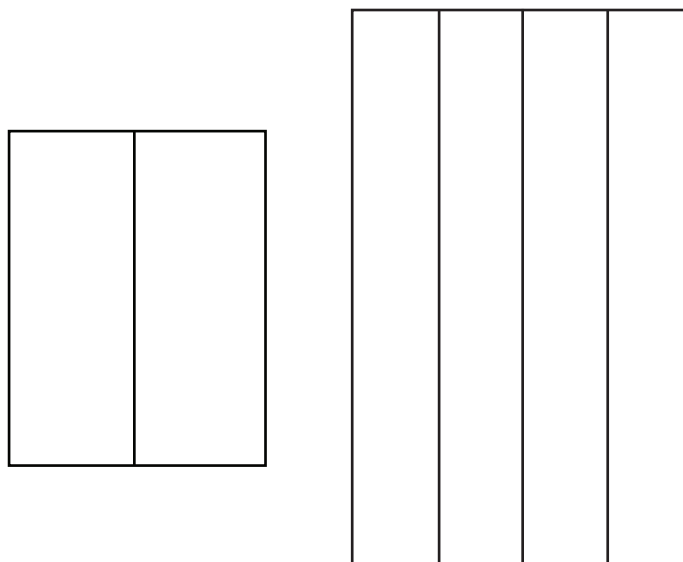
 Script

In this activity you will be working with shapes.

Question 6

Setup

Place the quadrilaterals item card in front of the student, as shown.



Script

This card shows two figures.

Point to the figure divided in half.

Wait for a response.

Scoring Guidelines — Question 6

- 1 Student points to the figure divided in half.
- 0 Incorrect or irrelevant response
- NR No response is given.

Activity 4: Telling Time

Measurement and Data:

Tell and write time.

3. Tell and write time in hours and half-hours using analog and digital clocks.

Question 7

Type of Administration: Individual

Materials

- Student Score Sheet (Grade 1 Mathematics Short Screening Measure Materials)
- Item card — analog clock (Grade 1 Mathematics Short Screening Measure Materials)
- Pencil and paper

Script

In this activity you will be telling time.

Question 7



Setup

Place the analog clock item card showing 3:30 in front of the student.

Place a pencil and paper in front of the student.



Script

What time is shown on the clock?



Scoring Guidelines — Question 7

- 1 Student identifies the time shown on the clock as 3:30; for example, student writes 3:30 or says “3:30.”
- 0 Incorrect or irrelevant response
- NR No response is given.

Activity 5: Graphs

Measurement and Data:

Represent and interpret data.

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Question 8

Type of Administration: Individual

Materials

- Student Score Sheet (Grade 1 Mathematics Short Screening Measure Materials)
- Item card — favorite animals graph (Grade 1 Mathematics Short Screening Measure Materials)

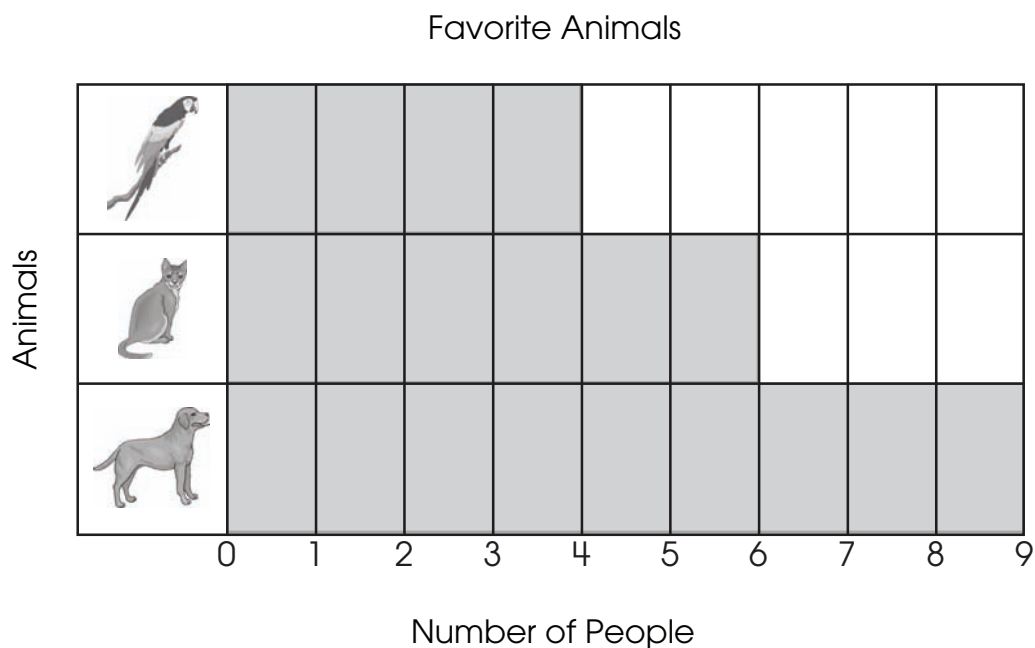
Script

In this activity you will be using a graph to help you answer a question.

Question 8

Setup

Place the favorite animals graph facing the student, as shown.



Script

How many more people like dogs than like birds?

Scoring Guidelines — Question 8

- 1 Student identifies that five more people like dogs than birds; for example, student says “5” or holds up 5 fingers.
- 0 Incorrect or irrelevant response
- NR No response is given.

