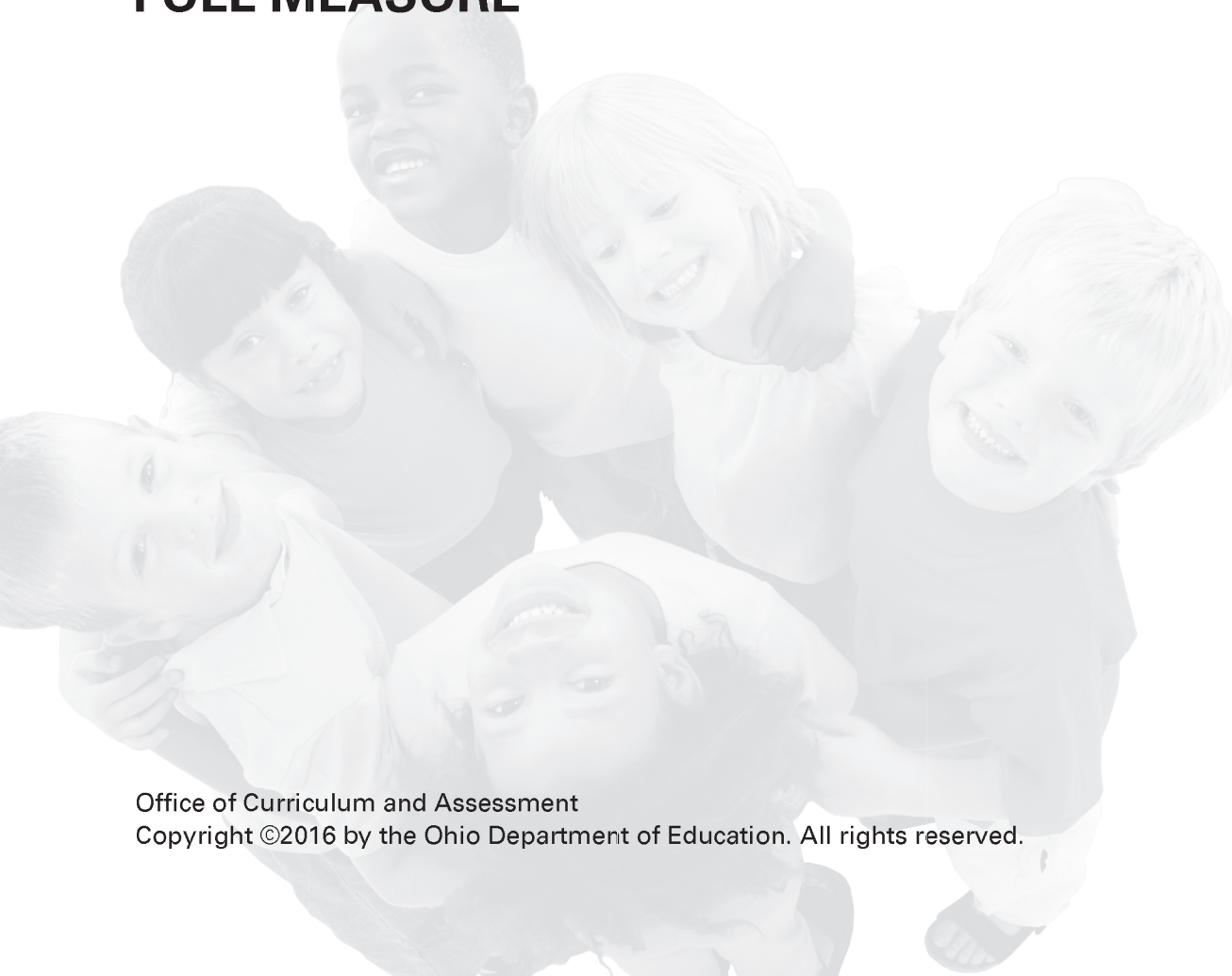


# Ohio's Diagnostic Assessments

# GRADE 3 WRITING

## Directions for Administration Manual

**FULL MEASURE**



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 Full Measure.

Before administering the Full Measure, 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 8) Questions 1 - 4	Opinion Piece (The New Girl)	Writing: Text Types and Purposes	Write opinion pieces on topics or texts, supporting a point of view with reasons. A) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
			Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
		Language: Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. F) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
			Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. I) Produce simple, compound, and complex sentences.

	Activity	Strand/Topic(s)	Standard Statement(s)
<b>Session 2</b>			
Activity 2 (page 13) Questions 5 - 14	Sentence Writing	Language: Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
			Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. G) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
			Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C) Use commas and quotation marks in dialogue.
			Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. E) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

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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.

### *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.

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- *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.

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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*.

## **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)

#### **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: Opinion Piece (The New Girl)

### Questions 1 - 4

Type of Administration: Group

Estimated Time to Administer: 45 minutes

#### Materials

- Student Booklet
- Student Score Sheet

#### Notes

- TAs will read the bold text to guide students through the administration of the items. You may repeat any information up to three times.
- Students will respond in their Student Booklets.
- After administering the assessment, collect the Student Booklets. Use the Scoring Guidelines to score each student's response and complete the Student Score Sheet.

#### Getting Started

Ask students to open the Student Booklet to page 1.

**Today you will be doing a writing 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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Sometimes people write to share their opinion about something. An opinion is what you think about something, whether you like it or whether you agree with what someone did. When people write to share their opinion, they tell how they feel, and they also give reasons why they feel the way they do. They also write an ending that wraps up their ideas. Today we are going to do this kind of writing. Listen to this story and follow along in your booklet as I read. The name of this story is “The New Girl.”

### The New Girl

The new girl stood quietly, looking down at the ground. Cara thought she might be crying, but she couldn't quite tell.

“Come on,” said Kia. “Let's go play.”

Cara wasn't sure what to do. She wanted to go over to the new girl, say something nice to her, but she was afraid that Kia would laugh at her. Kia was her best friend, ever since kindergarten. They did everything together. They liked the same music, the same food and the same TV shows. They were always together at school.

But Kia was not being nice to the new girl. She said the new girl looked funny and talked funny. She called the new girl mean names. Kia was the reason that the new girl was standing by herself on the playground. Cara wanted to be nice to the new girl, but she wanted to be Kia's friend even more. With a quick glance back over her shoulder, Cara ran off to play with Kia.

After recess, the class went back inside to listen to a story. Their teacher was a great reader, but Cara was having trouble listening. She kept peeking over at the new girl, who was still sitting by herself, still looking at the ground, still looking sad.

Cara knew what her mom would say. Her mom would tell her to give the new girl a chance, to be nice to her. She would tell Kia that, if she was mean to the new girl just because she looked a little different, she wasn't really a good friend anyway. But Kia was a good friend! She was fun to play with and she could be really funny. She was great at doing hair and playing soccer, two of Cara's favorite things. It wasn't fair for Cara to have to choose!

Think about Cara's story. What do you think Cara should do? Why should she do this? Think of the reasons you feel the way you do.

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Allow students time to think about their opinion. Monitor to be sure each student has an opinion formed before moving on. Hold up the Student Booklet so that all students are able to see it. Point to each section of the booklet as you give instructions.

There is a Planning Page that students will use to organize their thoughts. Direct students to find this page and to use it according to your classroom procedures. For example, you might have students create a web or a t-chart. Students should complete their planning independently.

**Now you are going to use the Planning Page to plan your writing. Put your finger on the Planning Page. This is where you will plan your ideas. You may draw quick pictures and write words on this page to help organize your ideas. Look at the word bank at the top of this page. The words in the bank will help you write about what you think. The words are “agree”, “disagree”, “think”, “opinion”, and “reason”. You might need to know how to spell those words for your writing. Remember, your sentences will be written in the next section of the booklet. Only quick pictures or short groups of words should be on this planning page.**

Allow time for students to work.

**Now you are going to use the ideas from your Planning Page to help you write about your opinion. If you are not sure how to spell a word, use the spelling strategies that you know. As you write, think about what you know about what good writers do. If you finish early, you can go back and read your piece again to make sure it makes sense. Are there any questions before we begin?**

Answer student questions as needed.

**You may begin.**

As students complete their writing, walk around the classroom to monitor their work. After approximately 30 minutes, stop the students and collect their materials.

## Scoring Guidelines

Grade 3 Full Measure	Points	Student Response
1. Content	4	Student response includes several well thought out and clearly articulated reasons, facts and/or details and uses effective organizational structure. Narratives use concrete words and details to convey experiences and events precisely. The conclusion clearly follows from or is related to the rest of the text. In non-narrative text, reasons/topics are supported by facts, definitions, concrete details or other information and examples related to the topic. There is an attempt to organize non-narrative text into paragraphs and sections and formatting such as headings may be used.
	3	Student response includes several well thought out and clearly articulated reasons, facts and/or details. Narratives use dialogue and descriptions of actions, thoughts, and feelings effectively. In non-narrative text, reasons and/or facts sufficiently support or develop the topic. Student clearly understands the task and purpose and all content supports development of the topic. Illustrations are included when useful to aid in comprehension. Words and phrases are chosen for effect.
	2	Student response provides several reasons, facts and/or details that are somewhat appropriate to the task and purpose. Some topic development is evident, but text is not sufficiently detailed to fully support the topic. Narratives attempt to use dialogue and descriptions of actions, thoughts, and feelings. In non-narrative text, reasons and/or facts are used in an attempt to support or develop the topic. Illustrations may be included but may not be useful to aid in comprehension.
	1	Student response demonstrates minimal attempt to include reasons, facts and/or details.  Elaboration is unrelated to the topic being developed.
	0	Student response is illegible or completely off topic; Minimal or no attempt was made to respond to the prompt.
2. Organization	4	Student response demonstrates an advanced sense of organization. Related information is consistently grouped together to support the writers purpose. Transitional words and phrases are used to link ideas and/or manage the sequence of events. Non-narrative text uses some domain specific vocabulary. Text structure, including paragraphs and headings, are used effectively as appropriate to advance ideas.
	3	Student response demonstrates logical, strong and intentional organization. Text is organized sequentially or with related information grouped together and includes a well-developed and distinct introduction, body (reasons, supporting facts, or sequence of events), and a clear closure or conclusion. Temporal words, linking words, and text structure such as illustrations, use of a narrator, or dialogue are used effectively as appropriate to advance ideas. Related information is grouped together.
	2	Student response demonstrates basic organization with some lapses. There is some evidence of an introduction, body (reasons, supporting facts, or sequence of events), and attempt at closure or conclusion. Some temporal words or linking words are used to signal event order.
	1	Student response demonstrates an attempt at organization with significant deficiencies in sequencing. There is an attempt to provide an introduction, body (reasons, supporting facts, or sequence of events), and attempt at closure or conclusion, but these elements are difficult to discern. Temporal words or linking words are missing or incorrectly used.
	0	Student response is illegible or completely off topic; Minimal or no attempt was made to respond to the prompt.

Grade 3 Full Measure	Points	Student Response
<b>3. Conventions</b>	4	Writing uses advanced knowledge of less common conventions correctly. Words appropriate for higher grade levels are spelled correctly and advanced understanding of spelling patterns is evident. Correctly uses frequently confused words such as their/they're/there.
	3	Writing uses common conventions correctly. Frequently occurring types of capitalization and punctuation are used correctly, including apostrophes, and quotation marks. Knowledge of spelling patterns is applied to spell unfamiliar words and add suffixes to base words correctly.
	2	Most capitalization and punctuation are used correctly, including holidays, product names, and geographic locations. Apostrophes are sometimes used correctly in contractions and frequently occurring possessives. Most words appropriate for second grade are spelled correctly. Spelling errors do not impede comprehension of the text.
	1	Some capitalization and punctuation are used correctly. Apostrophes may be used, but use may be incorrect or inconsistent. Some words appropriate for second grade are spelled correctly. Frequent errors make reading the response difficult but not impossible.
	0	Student response is illegible; Response may include random strings of letters; Spelling errors are prevalent. Misspelled words show little to no command of phonics, so that most words cannot be recognized.
<b>4. Grammar</b>	4	Student response displays advanced knowledge of grammar, including the progressive tense, modal auxiliaries, and relative pronouns (who, whose, whom, which, that) and conventionally ordered adjectives. ('A small, red bag' rather than 'A red, small bag'.)
	3	Student response displays correct grammar. Response demonstrates appropriate use of irregular plural nouns, abstract nouns, pronoun antecedent agreement, and verb tenses. Student effectively uses a combination of simple and compound sentences as well as more complex sentence structures. Sentence structures are varied based on task and purpose.
	2	Student response displays correct grammar some of the time. Response demonstrates basic understanding of subject/verb agreement, use of pronouns, and regular verb tense. Some grammatical mistakes may be present. Student uses primarily simple sentences. Some attempt at more complex sentences may be evident.
	1	Student response includes significant grammatical errors that detract from the comprehensibility of the writing. Response demonstrates minimal understanding of subject/verb agreement, use of pronouns, and verb tense. Significant grammatical mistakes are present. Student uses simple and/or incomplete sentences.
	0	Student response is illegible; May consist of random words and/or letters.

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## Activity 2: Sentence Writing

### Questions 5 – 14

Type of Administration: Group

Estimated Time to Administer: 20 minutes

#### Materials

- Student Booklet
- Student Score Sheet

#### Notes

- TAs will read the bold text to guide students through the administration of the items. You may repeat any information up to three times.
- Students will respond in their Student Booklets.
- After administering the assessment, collect the Student Booklets. Use the Scoring Guidelines to score each student’s response and complete the Student Score Sheet.

#### Supplemental Instructions

- This activity is designed for group administration. It requires students to read and respond to a series of items assessing writing and language skills. TAs will read the bold text to introduce students to the activity. Students will read the items on their own. If students have trouble reading the items, the TA may read the item text and response options to the student. TAs may **not** suggest responses or substitute words. 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 “Students Who Require Accommodations” section for guidance.)

#### Getting Started

Read the following directions to the students.

**Today you are going to complete an activity that shows some of the things you know about language. You are going to be working in your Student Booklet to answer some questions. Please turn in your booklet to page 6. You will read the directions which tell you how to answer each question. If you have trouble reading the directions, raise your hand and I will help you. Read the directions for each question or set of questions carefully. 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.**

When students finish, collect their materials.

5. Circle the *noun* in the sentence.

**This old coat is too small!**

Explain why this word is a noun.

\_\_\_\_\_

Circle the *adjective* in the sentence.

**I like to gently pat my furry kitten.**

Explain why this word is an adjective.

\_\_\_\_\_

Circle the *adverb* in the sentence.

**The old turtle crossed the path slowly.**

Explain why this word is an adverb.

\_\_\_\_\_

### Scoring Guidelines

<b>Exemplar Response:</b> 1. (Circled coat) because coat is a thing 2. (Circled furry) because furry describes something 3. (Circled slowly) because slowly describes how a verb is being done	
Points	Student Response
2	The student correctly circles and defines at least 2 out of 3 words.
1	The student correctly circles and defines at least 1 word OR identifies the 3 correct words in each sentence without explanation.
0	The student does not correctly circle or define any words.



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6. Circle the *noun* in the sentence.

**These grapes taste very sweet.**

Explain why this word is a noun.

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Circle the *pronoun* in the sentence.

**Do you want to go to the park tomorrow?**

Explain why this word is a pronoun.

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Circle the *verb* in the sentence.

**The tall boy walked slowly into the classroom.**




Explain why this word is a verb.

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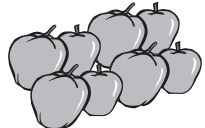

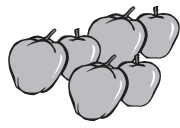
### Scoring Guidelines

<b>Exemplar Response:</b> 1. (Circled grapes) because grapes are things 2. (Circled you) because you refers to a person 3. (Circled walked) because walked is an action	
Points	Student Response
2	The student correctly circles and defines at least 2 out of 3 words.
1	The student correctly circles and defines 1 word OR circles the 3 correct words but cannot explain why.
0	The student does not correctly circle or define any words.

7. **A.** Compare the pictures in this set of pencils. Circle the word that best describes the size of each pencil.

		
small smaller smallest	small smaller smallest	small smaller smallest

- B.** Compare the pictures in this set of apples. Circle the word that best describes the amount shown.

		
some more most	some more most	some more most

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### Scoring Guidelines

Points	Student Response
1	The student response identifies the correct adjective for each picture. (smaller, smallest, small; most, some, more)
0	The student response is incorrect or irrelevant.

8. Look at the pictures and sentences below. Think about what word would make sense for each blank. Write the words in the blanks.



The first tree is **tall**.

The second tree is \_\_\_\_\_ than the first tree.

The third tree is the \_\_\_\_\_ of them all.



The first three letters show **good** handwriting.

The second three letters show \_\_\_\_\_ handwriting than the first.

The third set of letters show the \_\_\_\_\_ handwriting of all.

### Scoring Guidelines

Points	Student Response
1	The student response shows the correct comparative and superlative for each set of sentences. (taller, tallest, better, best)
0	The student response is incorrect or irrelevant.

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9. Read the following sentences. Add the correct punctuation to this conversation between Sara and Kevin.

I am playing soccer this weekend said Sara.

I wish I could play answered Kevin because that sounds like fun.

### Scoring Guidelines

<b>Exemplar Response:</b> <ul style="list-style-type: none"><li>• "I am playing soccer this weekend," said Sara.</li><li>• "I wish I could play," answered Kevin, "because that sounds like fun."</li></ul>	
Points	Student Response
1	The student correctly applies quotation marks around dialogue in both lines and includes a comma after the word "weekend" in the first line and the words "play" and "Kevin" in the second line.
0	The student does not apply quotation marks and commas correctly.

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10. Read the following sentences. Add the correct punctuation to this conversation between Jeff and Mandy.

Come to my house after school said Jeff.

I have to go to dance class replied Mandy but maybe I can come over tomorrow.

### Scoring Guidelines

<b>Exemplar Response:</b> <ul style="list-style-type: none"><li>• "Come to my house after school," said Jeff.</li><li>• "I have to go to dance class," replied Mandy, "but maybe I can come over tomorrow."</li></ul>	
Points	Student Response
1	The student correctly applies quotation marks around dialogue in both lines and includes a comma after the word "school" in the first line and the words "class" and "Mandy" in the second line.
0	The student does not apply quotation marks and commas in both sentences correctly.

11. Read the following sentences. Add punctuation to this conversation between Sam and Rita.

I like this color said Sam.

I don't answered Rita I like blue better.

### Scoring Guidelines

<b>Exemplar Response:</b>	
<ul style="list-style-type: none"> <li>• "I like this color," said Sam.</li> <li>• "I don't," answered Rita, "I like blue better."</li> </ul>	
Points	Student Response
1	Student correctly applies quotation marks around dialogue in both lines and includes a comma after the word "color" in the first line and the word "don't" and "Rita" in the second line.
0	The student does not apply quotation marks and commas correctly.

12. Look at the words below. Add the suffix to each word. Remember the rules for spelling when you add the suffixes.

Add the suffix **-es** to the word **knife**. \_\_\_\_\_

Add the suffix **-ing** to the word **have**. \_\_\_\_\_

Add the suffix **-ed** to the word **hop**. \_\_\_\_\_

Add the suffix **-ly** to the word **busy**. \_\_\_\_\_

### Scoring Guidelines

Points	Student Response
1	Student response contains at least 3 out of 4 words spelled correctly: knives, having, hopped, busily.
0	Student response contains fewer than 3 out of 4 words spelled correctly.

13. Look at the words below. Add the suffix to each word. Remember the rules for spelling when you add the suffixes.

Add the suffix **-es** to the word **half**. \_\_\_\_\_

Add the suffix **-ing** to the word **get**. \_\_\_\_\_

Add the suffix **-ed** to the word **bake**. \_\_\_\_\_

Add the suffix **-ly** to the word **slow**. \_\_\_\_\_

### Scoring Guidelines

Points	Student Response
1	Student response contains at least 3 of the 4 words with suffixes spelled correctly: halves, getting, baked, slowly.
0	Student response contains fewer than 3 out of 4 words spelled correctly.

14. Look at the words below. Add the suffix to each word. Remember the rules for spelling when you add the suffixes.

Add the suffix **-es** to the word **glass**. \_\_\_\_\_

Add the suffix **-ing** to the word **run**. \_\_\_\_\_

Add the suffix **-ed** to the word **chase**. \_\_\_\_\_

Add the suffix **-ly** to the word **quick**. \_\_\_\_\_

### Scoring Guidelines

Points	Student Response
1	Student response contains at least 3 out of 4 spelled words correctly: glasses, running, chased, quickly.
0	Student response contains fewer than 3 out of 4 words spelled correctly.





