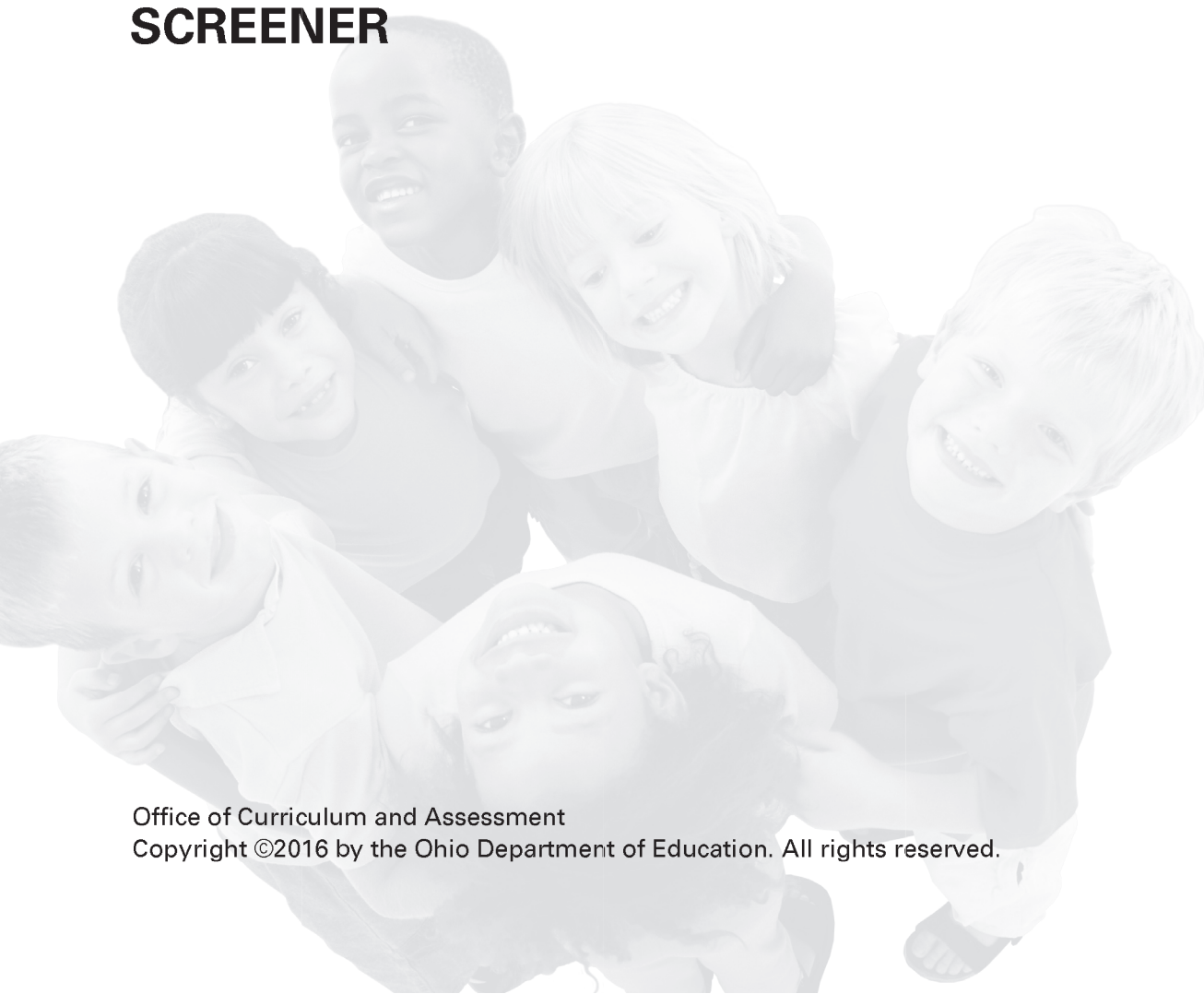


Ohio's Diagnostic Assessments

GRADE 1 MATHEMATICS

Directions for Administration Manual SCREENER



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

ADMINISTRATION MANUAL

Introduction

This *Directions for Administration Manual (DFAM)* for the Ohio Diagnostic Assessments contains information on administering the Screener.

Before administering the Screener, Test Administrators (TAs) must review this DFAM to familiarize themselves with the policies and procedures, and materials necessary for conducting the administration.

For guidance on statewide requirements for administering and reporting results from the Ohio Diagnostic Assessments, please refer to the Ohio Department of Education website. Go to education.ohio.gov and search key words: Diagnostic Assessments.

Third Grade Reading Guarantee

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

Use of Format

The Ohio Diagnostic Assessments were developed in two formats:

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

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

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

Test Administrator Criteria

The test administrator must meet this criteria:

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

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

Content Alignment

	Page Number	Item Number	Domain(s)	Standard(s)
Activity 1				
	9	1	Geometry	K.G.A.1
	11	2	Counting and Cardinality	K.CC.C.6
	12	3	Counting and Cardinality	K.CC.B.5
	13	4	Number and Operations in Base Ten	K.NT.A.1
	15	5	Measurement and Data	K.MD.A.2
	16	6	Measurement and Data	K.MD.A.2
	17	7	Operations and Algebraic Thinking	K.OA.A.2

	Page Number	Item Number	Domain(s)	Standard(s)
Activity 2				
	19	8	Geometry	K.G.A.2
	20	9	Geometry	K.G.B.4
	21	10	Geometry	K.G.A.2
	22	11	Geometry	K.G.B.4
	23	12	Counting and Cardinality	K.CC.B.4b
	24	13	Counting and Cardinality	K.CC.B.5
	25	14	Measurement and Data	K.MD.A.1
	27	15	Measurement and Data	K.MD.A.2

Students Who Require Accommodations

Definition of an Accommodation

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

Criteria for the Use of Accommodations

Accommodations should:

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

Special Considerations for the Read-Aloud, Scribe and Mathematical Tools Accommodations for Students with Disabilities

As with all testing accommodations, the read-aloud, scribe and mathematical tools accommodations should not change the construct being assessed, i.e., change what is being measured by the task. Therefore, consider these guidelines when providing these accommodations:

- *Read-Aloud*: The test administrator should consider the read-aloud for the reading diagnostics on an activity-by-activity basis. For example, if the Strand/Topic for an activity is *Literature: Key Ideas and Details*, then reading the passage and items in the task will not change what the activity is measuring. However, if the Strand/Topic for an activity is *Foundational Skills: Phonics and Word Recognition* or *Foundational Skills: Fluency*, then reading any of the activity to the student would change what the activity is measuring and therefore should not be read aloud.
- *Scribe*: The test administrator should consider use of a scribe for the writing diagnostics on an activity-by-activity basis. For example, if the Strand/Topic for an activity is *Language: Conventions of Standard English*, then use of a scribe would not be appropriate in many cases since writing for the student would change what the activity is measuring. However, if an activity is testing multiple Strands/Topics, for example, *Writing: Text Types and Purposes* and *Language: Conventions of Standard English*, use of a scribe may be appropriate. Since rubrics for writing activities include multiple skills, use of a scribe in these instances would allow a student who qualifies for the accommodation to show what they know and can do in areas other than *Conventions* such as *Content*, *Written Expression* and *Grammar*. The scribe should write the student's verbatim response without changing the response in any way. The student should indicate capitalization and punctuation. Please refer to Appendix C - Protocol for Scribing and Transcribing Student Responses in Ohio's Accessibility Manual with Appendices for more details.

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- *Mathematical tools:* Calculators are not allowed on Ohio’s Diagnostic Assessments. Students with disabilities may use mathematical tools as an accommodation to assist mathematical problem solving. These manipulatives allow the flexibility of grouping, representing or counting without numeric labels. Allowed mathematical tools include 100s chart, base 10 blocks, counters and counting chips, cubes, square tiles, two-colored chips and algebra tiles.

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

Accommodations for English Language Learners

Allowable accommodations for English language learners (ELLs) on any of Ohio’s Diagnostic Assessments include use of a word-to-word dictionary and extended time. Additionally, mathematics tests may be orally translated. The department does not reimburse for translators for the diagnostic tests. Test administrators should determine accommodations for ELLs on a student-by-student basis, taking into consideration the student’s language acquisition level and familiarity with the accommodation. For example, a word-to-word dictionary may not be appropriate for a student with low English language acquisition or who does not use a dictionary regularly.

For more information on accessibility and accommodations, refer to the *Ohio’s Accessibility Manual*. Go to education.ohio.gov and search keywords: *accessibility manual*.

Test Administration Procedures

Before the Test

Materials Needed for Testing

Please print these materials from the website.

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

Teacher Provided Materials

- Paper clips (20)
- Ruler
- Stapler

The teacher provided materials are intended to be instructional materials that may be found in the classroom. It is not the intent to have the teacher purchase additional materials.

Preparing to Give the Test

The following steps are recommended to prepare for the administration:

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

During the Test Administration

Administration Types: Group vs. Individual

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

Oral Scripts

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

After the Test

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

Activity 1

Questions 1 – 7

Type of Administration: Group

Estimated Time to Administer: 15 – 20 minutes

Materials

- Student Booklet
- Student Score Sheet

Notes

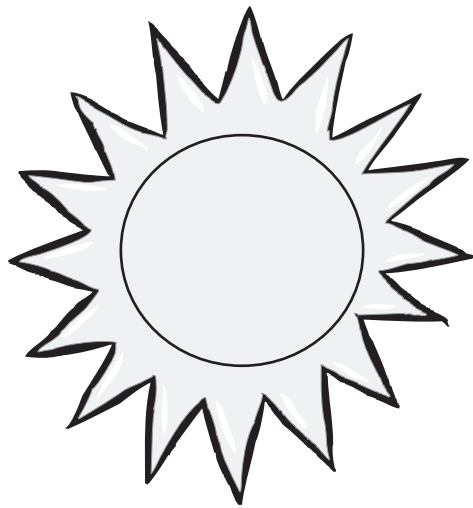
- TAs will read the bold text to guide students through the administration of the items and should reference the item numbers to orient students. You may repeat any information up to three times.
- Students will respond directly in the Student Booklets provided with the test materials. Some items may ask students to write a response; others may call for circling an option or selecting from three options (A, B or C). TAs should be mindful in allowing sufficient time for students to respond to each item after it is read aloud.
- 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

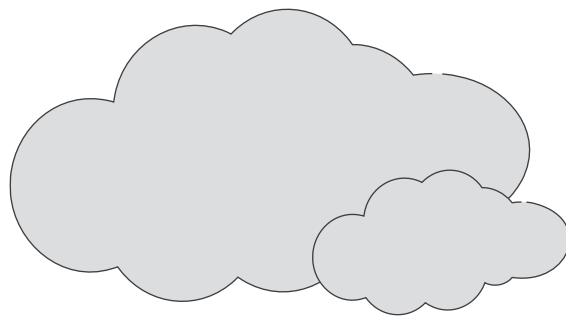
Ask students to open the Student Booklet to the page 2.

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

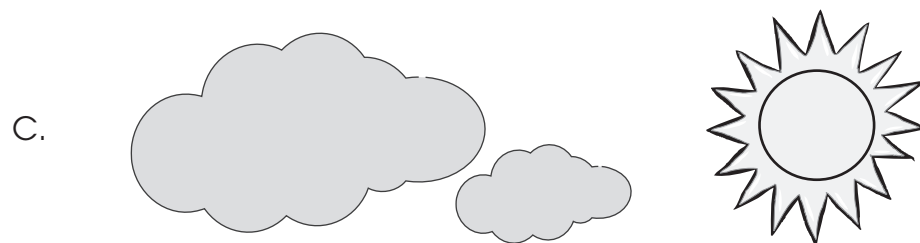
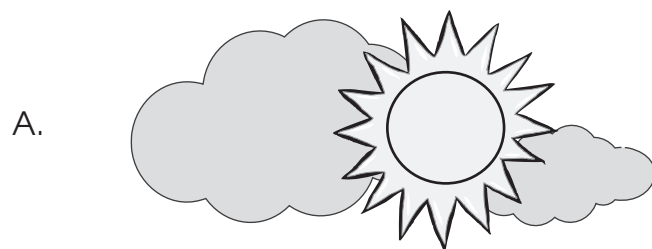
1. Here is a sun.



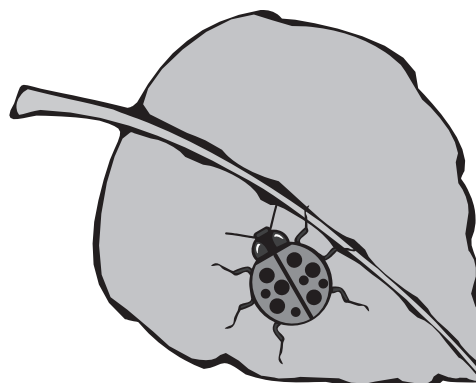
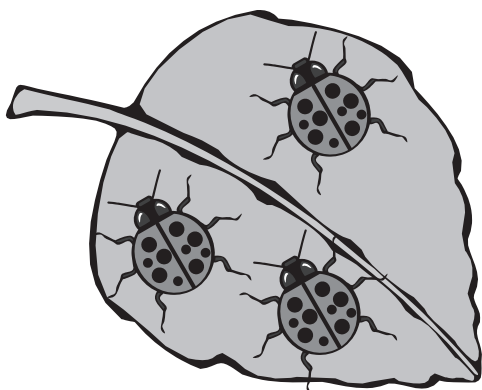
Here are clouds.



Circle the picture that shows the sun behind the clouds.

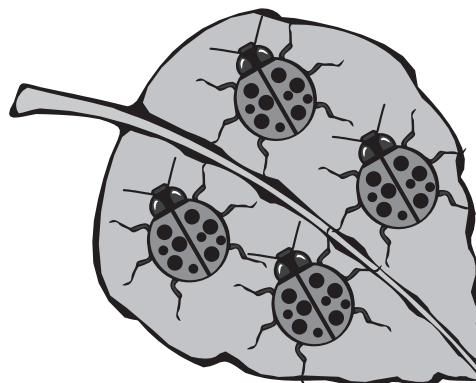
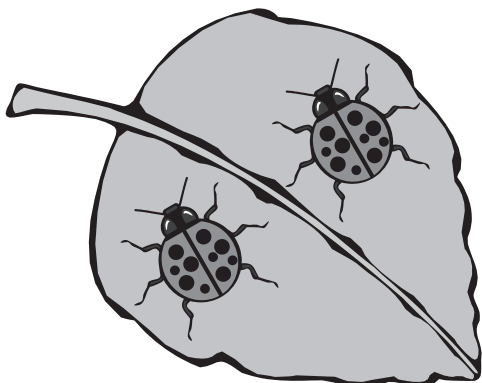


2. Here are two leaves with ladybugs on them.



Circle the leaf with fewer ladybugs.

Here are two more leaves with ladybugs on them.



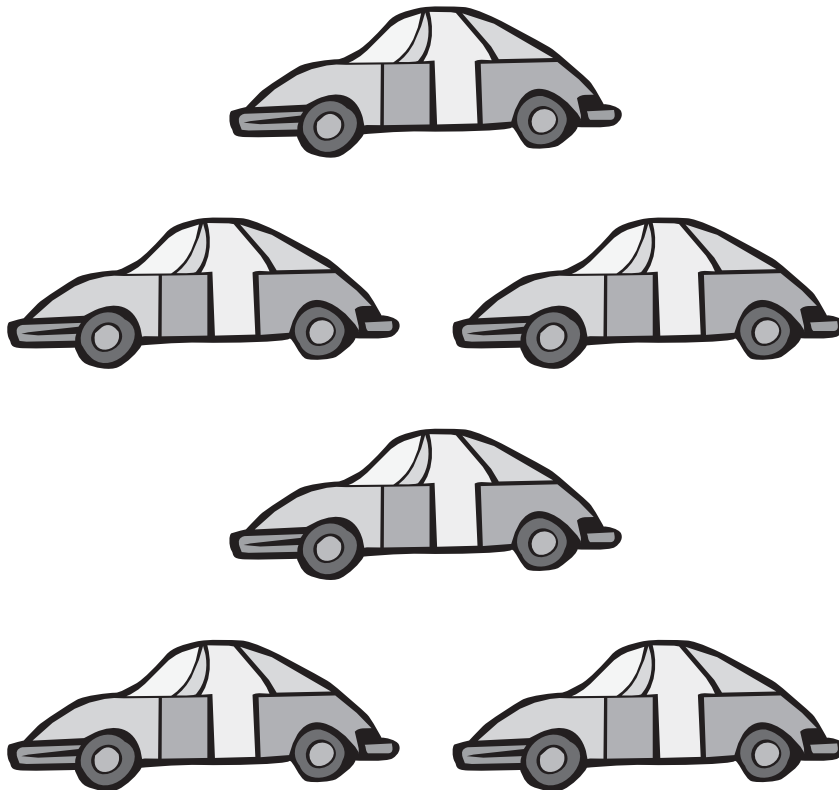
Circle the leaf with fewer ladybugs.

Wait for a response.

Scoring Guidelines

Points	Student Response
1	The student identifies the leaf with 1 ladybug, then the leaf with 2 ladybugs. For example, student points to the leaf or says "the one with one bug."
0	The response is incorrect or irrelevant.

3.

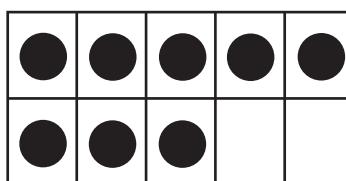
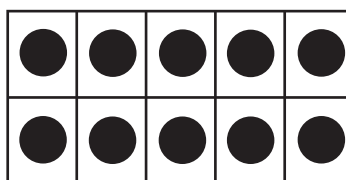
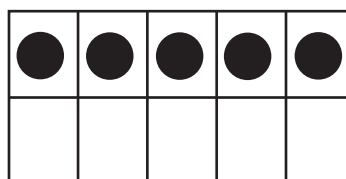
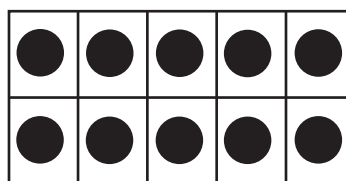
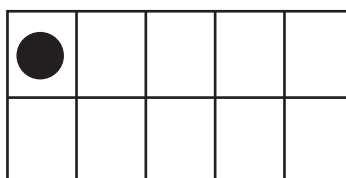
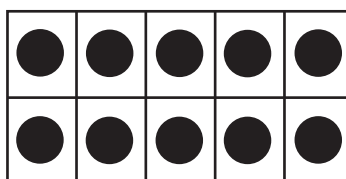


How many toy cars are shown above? _____

Scoring Guidelines

Points	Student Response
1	The student correctly records the number "6."
0	The response is incorrect or irrelevant.

4. Circle the group of blocks that shows the number 11.



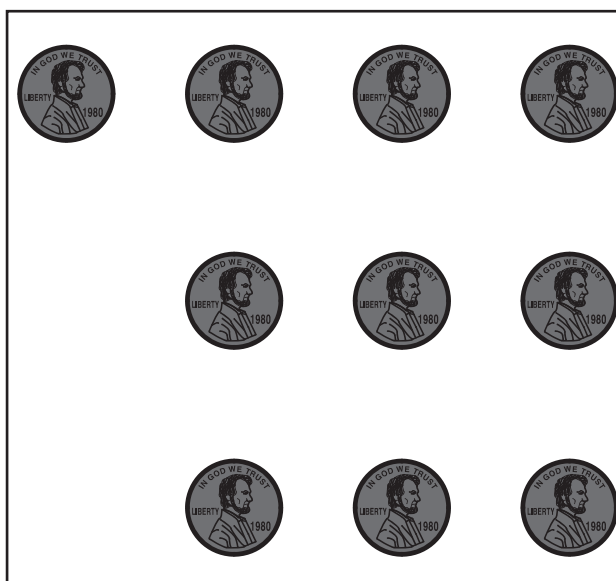
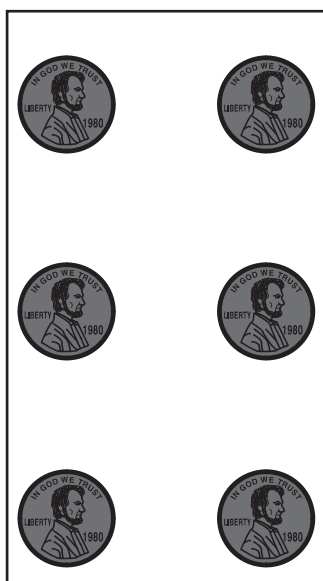
Scoring Guidelines

Points	Student Response
1	The student circles the first group of base ten blocks, which shows the number 11.
0	The response is incorrect or irrelevant.

5. Circle the group that has the fewer coins.



Circle the group that has the fewer coins.



Scoring Guidelines

Points	Student Response
1	Student circles the group of 2 coins then the group of 6 coins.
0	The response is incorrect or irrelevant.
	0 point sample answer: No response is given.

6. Circle the row of paper clips that is shorter.



Scoring Guidelines

Points	Student Response
1	The student circles the paper clip link made from two paper clips.
0	The response is incorrect or irrelevant.

-
7. Kara has five stickers. Paco has three stickers. How many stickers do they have altogether?

They now have _____ stickers altogether.

Show your work.

If your students could use more direction about how to show their work, prompt them by saying, **“Write a number sentence or use a drawing to show how you know your answer is correct.”**

Scoring Guidelines

Points	Student Response
2	The student correctly responds 8 with adequate supporting work.
1	The student only responds 8 OR a correct strategy for finding the solution but makes a calculation error.
0	The response is incorrect or irrelevant.

Activity 2

Questions 8 – 15

Type of Administration: Individual

Estimated Time to Administer: 10 – 15 minutes per student

Materials

- Item Cards
- Student Score Sheet

Teacher Provided Materials

- Paper clips (20)
- Ruler
- Stapler

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.
- Use the Scoring Guidelines to score each student’s response and complete the Student Score Sheet.

Supplemental Instructions

- Activity 2 contains a series of items that use two item cards. In advance of testing, TAs should cut apart the sheet of shapes to use for Questions 8 – 11.
- The second item card, a pumpkin, will be used as is for Question 14.

Teacher Provided Materials

- Questions 12 and 13 require students to count paper clips. Please have nine paper clips available for Question 12 and 20 paper clips available for Question 13.
- Question 15 requires students to compare weights. Please have one paper clip, one ruler and one stapler available.

Sorting Shapes and Objects

We will be using these shapes for the next set of questions.

Distribute the 15 shapes in front of the students.

8. **Here are some shapes.**

Show me all the triangles.

Wait for a response.

If necessary, prompt the student by saying, **“Is that all of the triangles?”** or **“Any more?”**

Scoring Guidelines

Points	Student Response
2	The student points to four or five triangles and does not identify a shape that is not a triangle. Student response requires no prompt.
1	The student points to two or three triangles but does not identify any other shape as a triangle. Student identifies all the triangles with an individual prompt.
0	The student points to one triangle and other nontriangle shapes.

-
9. Put the square and triangle cards in front of the student. Indicate those cards.

Show me all the shapes that have four sides.

Wait for a response.

If necessary, prompt the student by saying, **“Is that all of them?”** or **“Any more?”**

Scoring Guidelines

Points	Student Response
2	The student points to the two squares. The student points to no incorrect shapes.
1	The student points to one of the two correct shapes and no more than one incorrect shape. The student points to both squares with a single prompt.
0	The response is incorrect or irrelevant.

-
10. Put the stars, the squares and the triangles in front of the student in random order and different orientations.

Point to all the squares.

Wait for a response.

If necessary, prompt by saying, **“Is that all of the squares?”** or **“Any more?”**

Scoring Guidelines

Points	Student Response
2	The student points to the two squares. The student points to no incorrect shapes.
1	The student points to one square and no more than one incorrect shape. The student points to both squares but required a prompt.
0	The response is incorrect or irrelevant.

-
11. Put the two square cards, the three triangle cards and the two hexagon cards in front of the student in random order and different orientations.

Point to all the shapes with six sides.

Wait for a response.

Scoring Guidelines

Points	Student Response
2	The student points to both hexagons and points to no incorrect shapes.
1	The student points to at least one hexagon and no more than one incorrect shape.
0	The response is incorrect or irrelevant.

12. Place 9 paper clips in front of the student.

Ask, **“Count these paper clips for me.”**

If necessary, prompt the student by saying **“Tell me the number of paper clips here.”**

Scoring Guidelines

Points	Student Response
3	Student counts the 9 paper clips and says “9.”
2	Student counts to 9 but does not understand that there are 9 paper clips OR The student says there are 8 or 10 paper clips.
1	Student counts past 9 OR The student says there are 6-7 or 8-9 paper clips.
0	The response is incorrect or irrelevant.

13. Place 20 paper clips in front of the student.

Count out 17 paper clips for me.

If necessary, prompt the student by saying, **“Is that 17 paper clips?”**

Scoring Guidelines

Points	Student Response
3	Student counts out 17 paper clips.
2	Student makes an error (e.g. an omission, a skip, a reversal) when counting out 17 paper clips.
1	Student makes two errors when counting out 17 paper clips OR counts past 17 but does not stop at 17 to identify 17 paper clips.
0	The response is incorrect or irrelevant.

14. Here is a picture of a pumpkin.



How can we measure this pumpkin?

Wait for students to respond.

What is another way we could measure this pumpkin?

Wait for students to respond. If necessary, prompt the student by saying, **“Is there anything else you could measure?”** or **“How would you measure that?”**

Scoring Guidelines

Exemplar Response:

Exemplars:

- Length
- Width
- Height
- Weight
- Pounds
- Feet / Inches / Yards

Points	Student Response
2	Student identifies two correct measurable attributes. Note: Units could be used for length, but can only receive one of the two points. If a student responds feet and yards, prompt for a third response.
1	Student identifies one correct measurable attribute.
0	The response is incorrect or irrelevant.

15. Put a paper clip and a ruler in front of the student.

Here is a paper clip and a ruler.

Point to the object that is heavier.

Allow students time to answer. They may pick up the objects if they choose.

Remove the ruler, and add a stapler.

Now, we have a paper clip and a stapler.

Point to the object that is heavier.

Allow students time to answer. They may pick up the objects if they choose.

Scoring Guidelines

Points	Student Response
1	Student points to the ruler then the stapler.
0	Student points to an incorrect object or provides an irrelevant response.