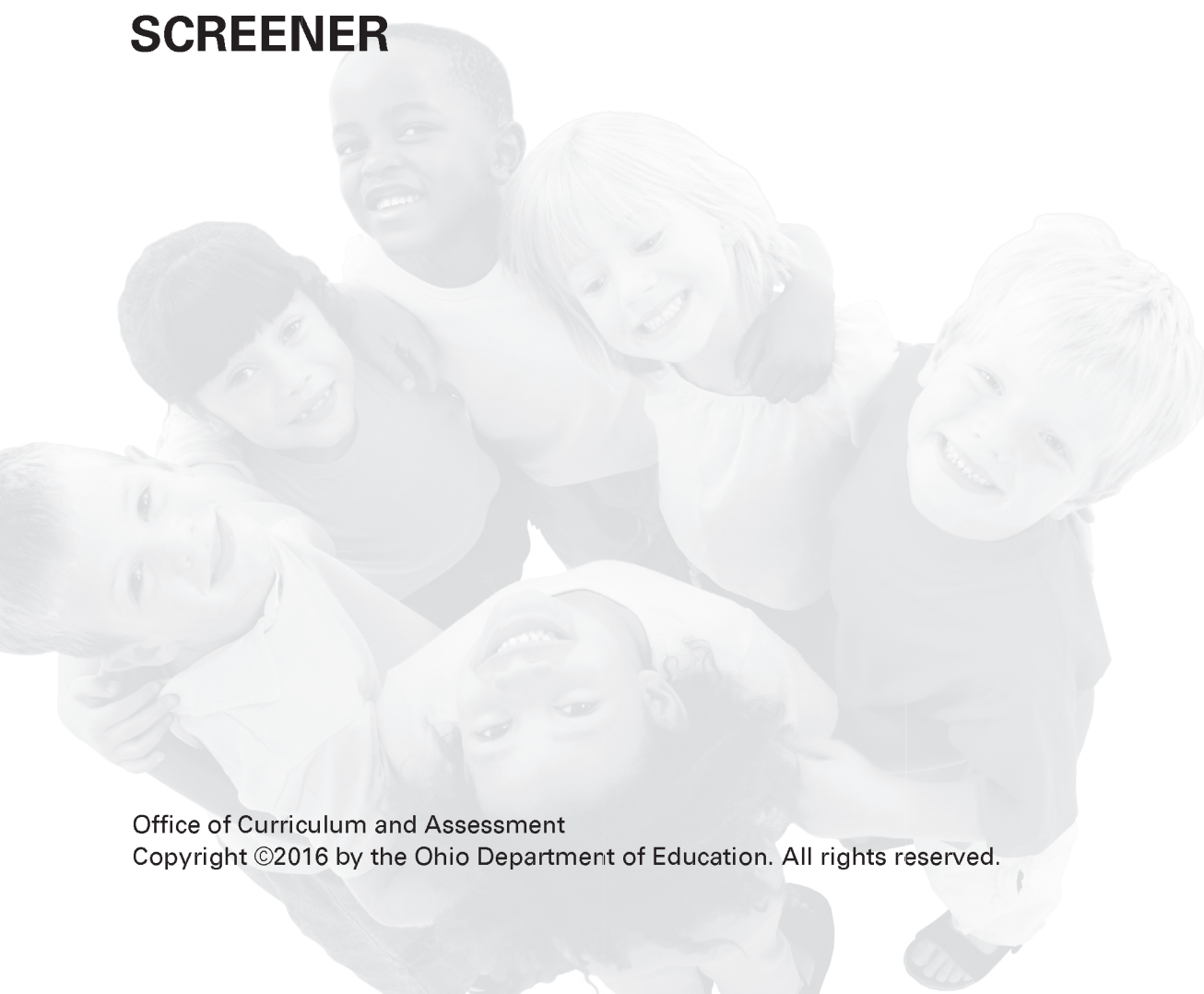


# Ohio's Diagnostic Assessments

# GRADE K READING

## Directions for Administration Manual

### SCREENER



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

# ADMINISTRATION MANUAL

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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 9) Questions 1 – 4	Animals	Informational: Key Ideas and Details	With prompting and support, ask and answer questions about key details in a text.
			With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>Session 2</b>			
Activity 2 (page 18) Questions 5 – 8	Making Pizza	Literature: Key Ideas and Details	With prompting and support, ask and answer questions about key details in a text.
			With prompting and support, retell familiar stories, including key details.

	Activity	Strand/Topic(s)	Standard Statement(s)
<b>Session 3</b>			
Activity 3 (page 26) Questions 9 – 12	Jobs	Informational: Key Ideas and Details	With prompting and support, ask and answer questions about key details in a text.
			With prompting and support, identify the main topic and retell key details of a text.
<b>Session 4</b>			
Activity 4 (page 34) Question 13	Reading Activity	Foundational Skills: Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. C) Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
<b>Session 5</b>			
Activity 5 (page 39) Question 14	Sounds in Words	Foundational Skills: Phonological Awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). D) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme consonant-vowel-consonant, or CVC words.* (This does not include CVCs ending with /l/, /r/, or /x/.)

	Activity	Strand/Topic(s)	Standard Statement(s)
<b>Sessions 6-7</b>			
Activities 6 - 7 (page 42) Questions 15 - 16	Rhyming Activity	Foundational Skills: Phonological Awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A) Recognize and produce rhyming words.
<b>Session 8</b>			
Activity 8 (page 48) Question 17	Letter Sounds	Foundational Skills: Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. A) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

	Activity	Strand/Topic(s)	Standard Statement(s)
<b>Session 9</b>			
Activity 9 (page 53) Questions 18 - 21	The Park	Foundational Skills: Print Concepts	Demonstrate understanding of the organization and basic features of print. B) Recognize that spoken words are represented in written language by specific sequences of letters.
			Demonstrate understanding of the organization and basic features of print. A) Follow words from left to right, top to bottom, and page by page.
			Demonstrate understanding of the organization and basic features of print. C) Understand that words are separated by spaces in print.

## 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.

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## 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



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should write the student’s verbatim response without changing the response in any way. The student should indicate capitalization and punctuation. Please refer to Appendix C - Protocol for Scribing and Transcribing Student Responses in Ohio's Accessibility Manual with Appendices for more details.

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

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

### *Accommodations for English Language Learners*

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

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

## **Test Administration Procedures**

### Before the Test

#### **Materials Needed for Testing**

Please print these materials from the website.

- TAs will need this manual.
- a Student Booklet (one per student)

- 
- a Student Score Sheet (one per student)
  - a Storybook
  - Item Cards (located in this manual)

#### Teacher Provided Materials

- Letter Tiles Optional
- Paper and Pencil Optional

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.

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# Activity 1: Animals

## Questions 1 - 4

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 introduce students to each of the activities. Students will read the passages on their own, and TAs will read the questions aloud. The TA should reference the item numbers to orient students as the questions are read aloud. You may repeat any information up to three times.
- Students will respond directly in the Student Booklets provided with the test materials.
- If students are eligible for a read-aloud accommodation, please refer to the “Students Who Require Accommodations” section for guidance.
- After testing, TAs will complete the Score Sheets by either marking the letter of the student’s response or entering the appropriate score based on the student’s response.

Getting Started

Students should read the text 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 should not provide any support in figuring out specific words.

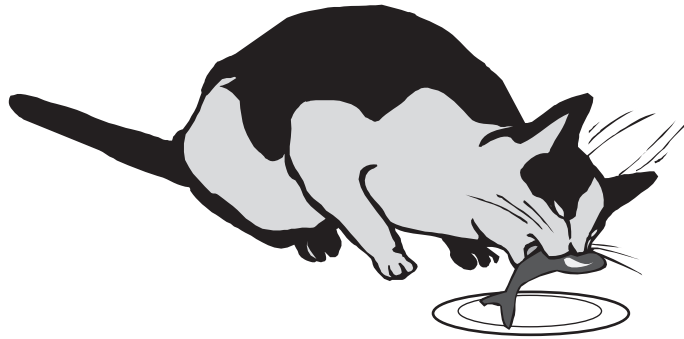
Allow students time to read independently, then direct them to the appropriate page in their Student Booklet to begin answering questions. Read each question to the students and allow time for them to circle the correct answer. You may read each question up to three times. Do not provide students with any support in choosing the correct answer.

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

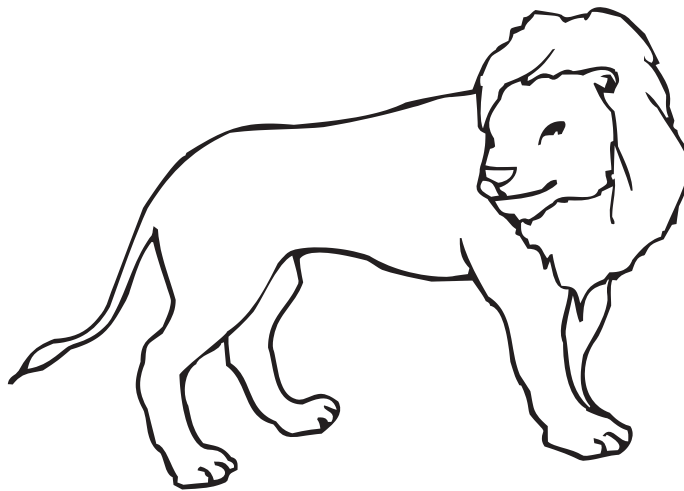
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## Animals

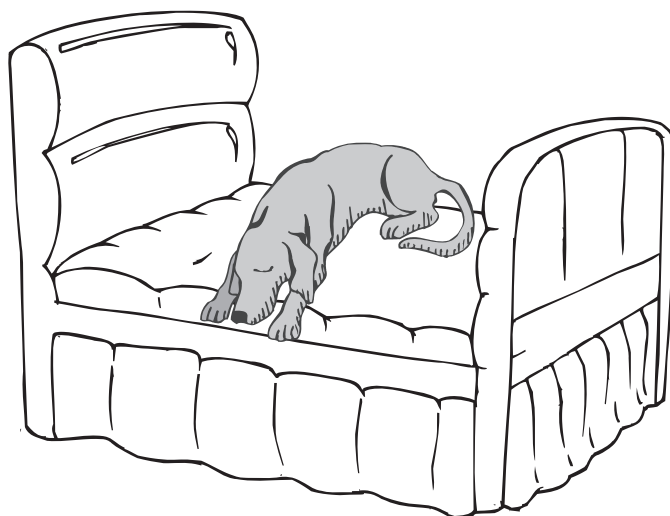
You are going to be reading a story about animals. Some animals are pets. Some animals are not pets. Read carefully because you will be answering questions about the story when we are done. Turn to page 1 in your Student Booklet.



Look at the cat. It is a pet. It likes fish.



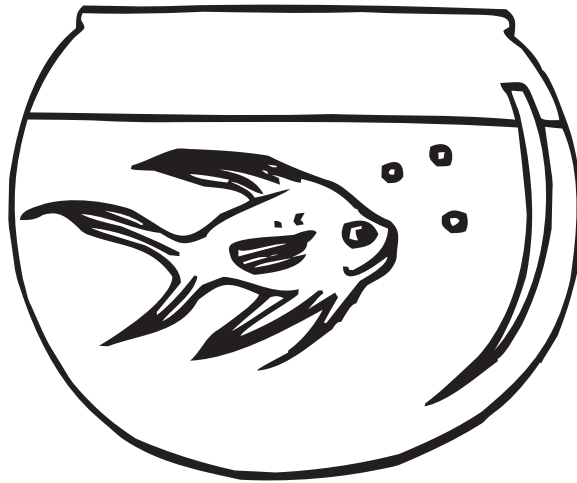
Look at the lion. It is not a pet. It is big.



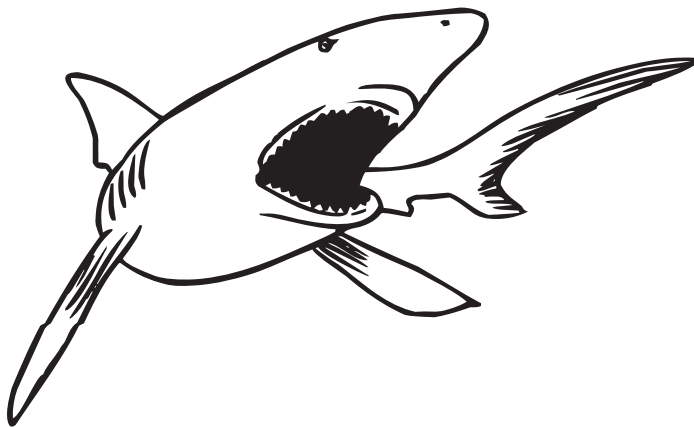
Look at the dog. It is a pet. It is on a bed.



Look at the fox. It is not a pet. It can run.



Look at the fish. It is a pet. It can swim.



Look at the shark. It is not a pet. It has big fins.



Some animals are pets. Some animals are not pets.

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When students have finished reading, say:

**Please turn to page 8 in your Student Booklet.**

Quickly check to make sure that students are in the right place.

**You are going to answer some questions about the story that we just read. I will read the question to you. You will choose the correct answer and circle it. When everyone has had a chance to circle their answer, I will read you the next question. If you are not ready, you can let me know.**

Direct students to use a familiar classroom management strategy/technique, such as raising their hand or giving thumbs up, if they need more time.

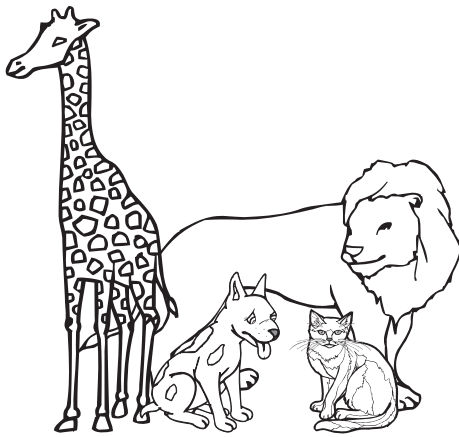
**Do you have any questions before we begin?**

Answer any student questions.

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1. What can you learn about by reading this text?

A.



B.



C.





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2. According to the text, where does the fish live?

Circle the correct words.

A. in the water

B. in a cave

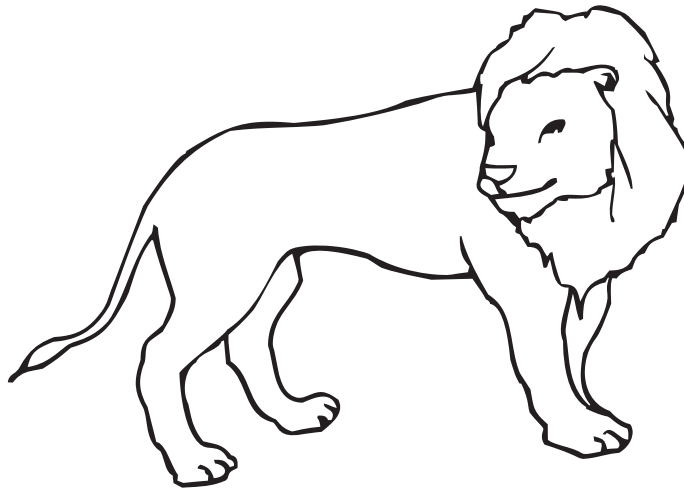
C. on a bed

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3. Here are two animals from the text.



A fox



A lion

According to the text, what way are these two animals alike?

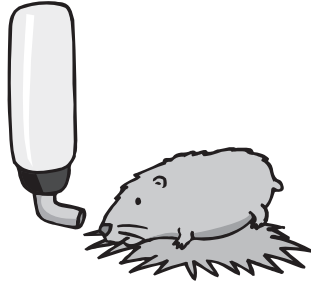
- A. They both eat fish.
- B. They both eat meat.
- C. They both are not pets.

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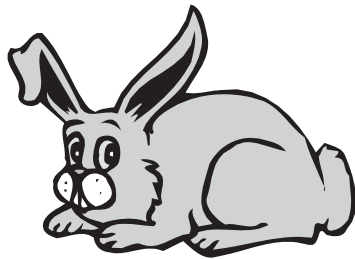
4. Look at the pets.

Which one was a pet in the text?

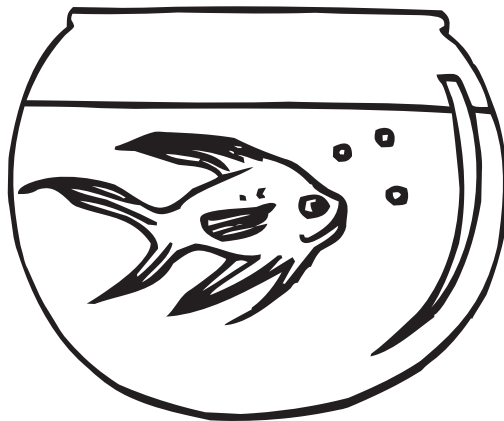
A.



B.



C.



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## Activity 2: Making Pizza

### Questions 5 – 8

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 introduce students to each of the activities. TAs will read the passage and questions aloud. The TA should reference the item numbers to orient students as the questions are read aloud. You may repeat any information up to three times.
- Students will respond directly in the Student Booklets provided with the test materials.
- If students are eligible for a read-aloud accommodation, please refer to the “Students Who Require Accommodations” section for guidance.
- After testing, TAs will complete the Score Sheets by either marking the letter of the student’s response or entering the appropriate score based on the student’s response.

Getting Started

You will read the text to the students. You should read the story only once. Students may look back at the text when answering questions. If a student who is rereading the story 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 should not provide support reading specific words. After you have read the story to students, direct them to the appropriate page in their Student Booklet to begin answering questions. Read each question to the students and allow time for them to circle the correct answer. You may read each question up to three times. Do not provide students with any support in choosing the correct answer.

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

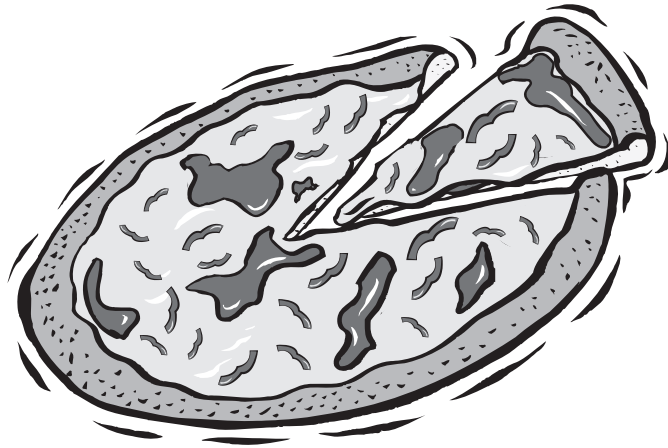
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## Making Pizza

I am going to read you a story called Making Pizza. When I have finished reading the story to you, I will read some questions for you to answer. I will read the story to you now. Turn to page 14 in your Student Booklet. Follow along as I read the story. Listen carefully because you will be answering questions about the story when we are done.

Read the book aloud to the students.

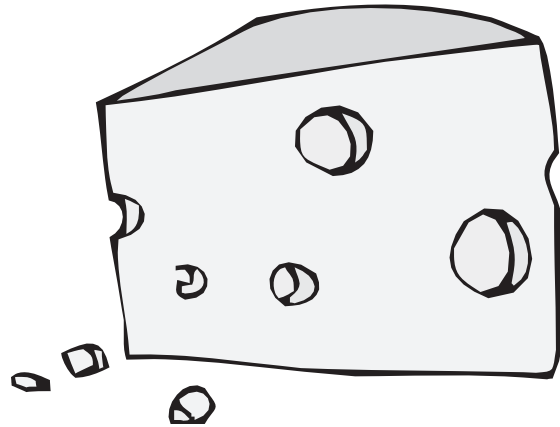
## Making Pizza



Pizza is the best. I like to make pizza.



I get the sauce. I put it on my pizza.



I get the cheese. I put it on my pizza.



I get the peppers. I put them on my pizza.



**My mom cooks the pizza. It is hot!**



**I get the pizza. Yum!**

When you have finished reading, say to students

**Please turn to page 20 in your Student Booklet.**

Quickly check to make sure that students are in the right place.

---

You are going to answer some questions about the story that we just read. I will read the question to you. You will choose the correct answer and circle it. When everyone has had a chance to circle their answer, I will read you the next question. If you are not ready, you can let me know.

Direct students to use a familiar classroom management strategy/technique, such as raising their hand or giving thumbs up, if they need more time.

**Do you have any questions before we begin?**

Answer any student questions.

5. **What happens at the end of the text?**

A.



I put peppers on the pizza.

B.



I eat the pizza.

C.



Mom cooks the pizza.



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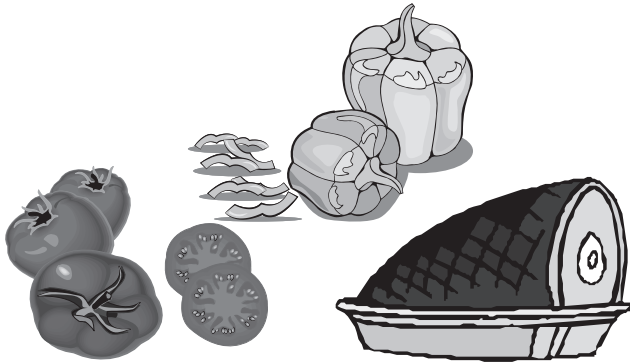
6. What is this text mostly about?

- A. eating pizza
- B. making pizza
- C. cooking pizza

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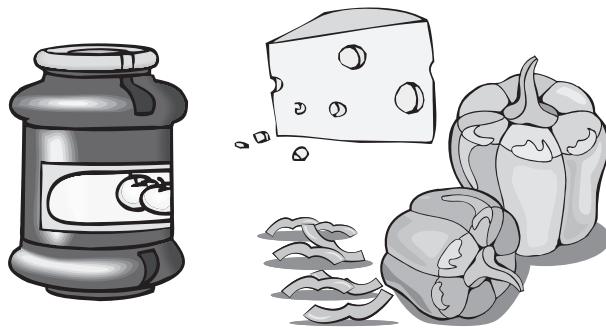
7. What is on the pizza?

A.



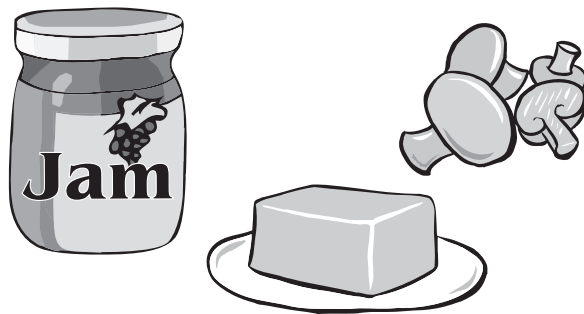
Tomatoes, peppers and ham

B.



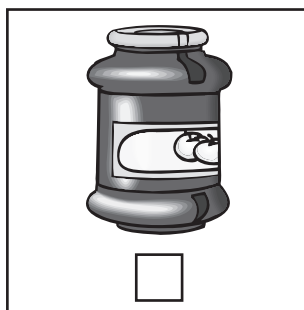
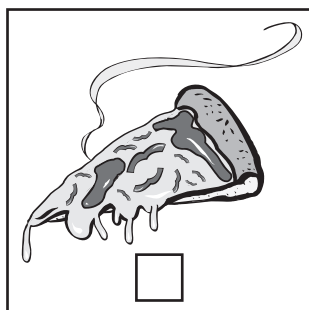
Sauce, cheese and peppers

C.



Jam, butter and mushrooms

8. Look at the pictures.



Put a number 1 in the box that shows what happened first in the text.

Pause while students mark their sheets.

Put a number 2 in the box that shows what happened second in the text.

Pause while students mark their sheets.

Put a number 3 in the box that shows what happened third in the text.

Pause while students mark their sheets.

### Scoring Guidelines

Points	Student Response
1	Student response shows a number 3 under the picture of a slice of pizza, a number 1 under the picture of a jar of tomato sauce, and a number 2 under the picture of a woman putting pizza into an oven.
0	The response is incorrectly sequenced.

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## Activity 3: Jobs

### Questions 9 – 12

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 introduce students to each of the activities. TAs will read the passage and questions aloud. The TA should reference the item numbers to orient students as the questions are read aloud. You may repeat any information up to three times.
- Students will respond directly in the Student Booklets provided with the test materials.
- If students are eligible for a read-aloud accommodation, please refer to the “Students Who Require Accommodations” section for guidance.
- After testing, TAs will complete the Score Sheets by either marking the letter of the student’s response or entering the appropriate score based on the student’s response.

Getting Started

You will read the text to the students. You should read the story only once. Students may look back at the text when answering questions. If a student who is rereading the story 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 should not provide support reading specific words. After you have read the story to students, direct them to the appropriate page in their Student Booklet to begin answering questions. Read each question to the students and allow time for them to circle the correct answer. You may read each question up to three times. Do not provide students with any support in choosing the correct answer.

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

---

## Jobs

I am going to read you a story about jobs. When I have finished reading the story to you, I will read some questions for you to answer. Turn to page 24 in your Student Booklet. Follow along as I read the story. Listen carefully because you will be answering questions about the story when we are done. I will read the story to you now.



People have many jobs.



This is a teacher. He helps children learn to read.



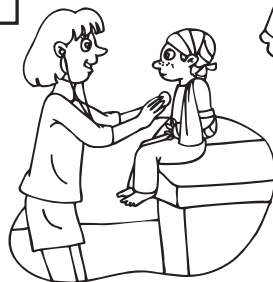
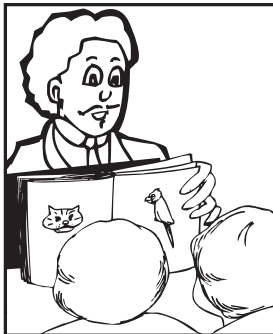
**This is a doctor. She takes care of people.**



**This is a police officer. He keeps people safe.**



**This is a farmer. She grows food that we can eat.**



**These people work hard. They do a good job.**

When you have finished reading, say to students

**Please turn to page 30 in your Student Booklet.**

Quickly check to make sure that students are in the right place.

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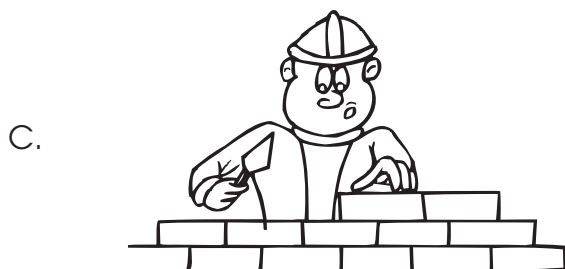
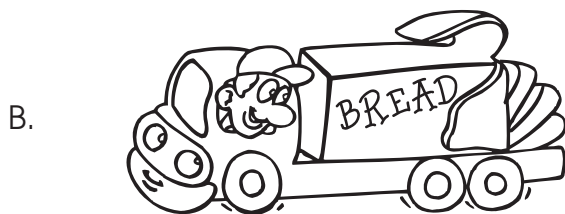
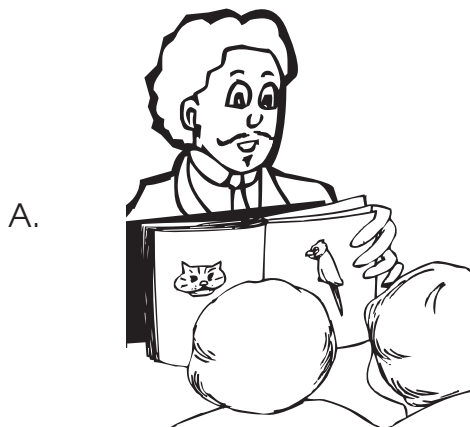
You are going to answer some questions about the story that we just read. I will read the question to you. You will choose the correct answer and circle it. When everyone has had a chance to circle their answer, I will read you the next question. If you are not ready, you can let me know.

Direct students to use a familiar classroom management strategy/technique, such as raising their hand or giving thumbs up, if they need more time.

**Do you have any questions before we begin?**

Answer any student questions.

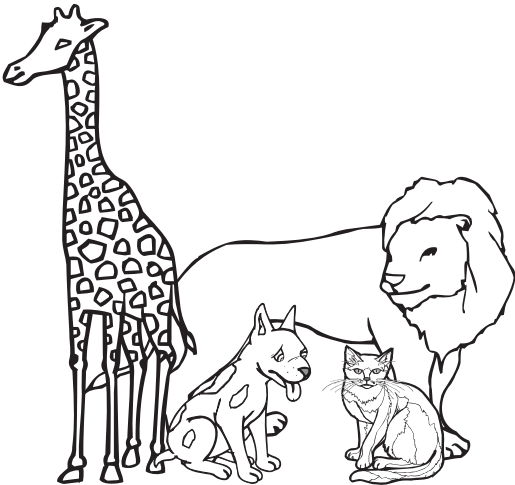
9. **What is one job you read about in the story?**



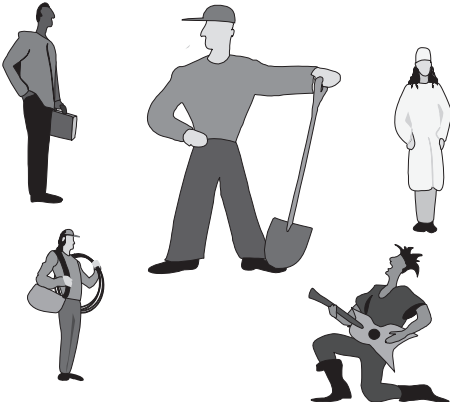


10. What is this text mainly about?

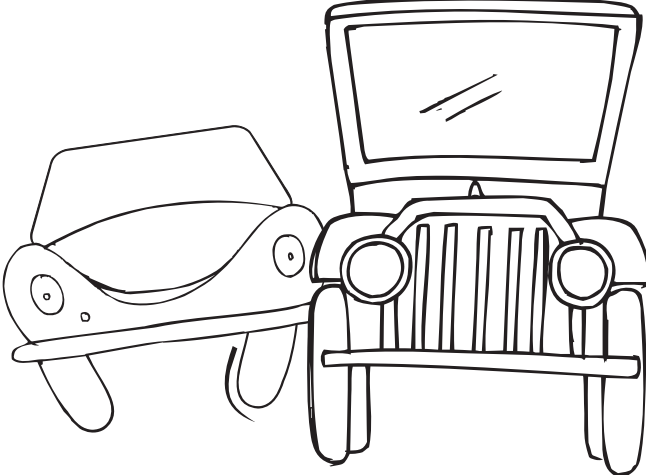
A.



B.



C.



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11. Which job from the story keeps people safe?

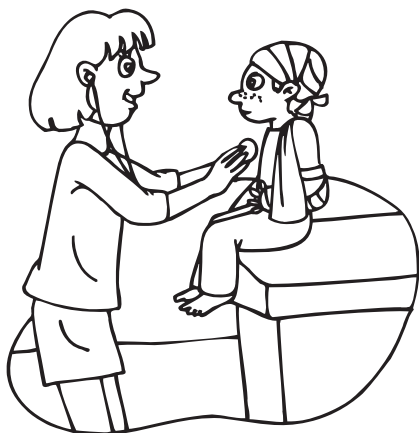
A.



B.



C.



12. Which person from the story helps us get food?

A.



B.



C.



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## Activity 4: Reading Activity

### Question 13

Type of Administration: Individual

Estimated Time to Administer: 5 minutes per student

#### Materials

- Flash Cards (see Notes below)
- Student Score Sheet

#### Notes

- Use the bold script and flash cards to administer the questions. You may repeat any information up to three times.
- Use your own paper, a copy of the flash cards contained on page 37 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

- TAs should make a copy of page 37 and cut apart the page so each word is on its own "flash card."

- 
13. **Now we are going to complete a short reading activity. I am going to show you some 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 word flash cards one at a time. After the student reads or attempts each word, hold up the next flash card until you have gone through all word flash cards. If a student does not read or attempt the word after two seconds, move on to the next flash card.

You can 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; move on to the next flash card.

### Scoring Guidelines

Points	Student Response
2	Student identifies all five words correctly.
1	Student identifies 2 to 4 words correctly.
0	Student identifies one or fewer words correctly.



**the**

**is**

**to**

**you**

**my**





---

## Activity 5: Sounds in Words

### Question 14

Type of Administration: Individual

Estimated Time to Administer: 5 minutes per student

#### Materials

- Student Score Sheet

#### Teacher Provided Materials

- Letter Tiles Optional
- Paper and Pencil Optional

#### Notes

- Use the bold script 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

- This activity allows for the optional use of teacher provided materials. If students are used to working with letter tiles and/or paper and pencil during classroom instruction on word sounds, students are permitted to use letter tiles and/or paper and pencil for these activities. The use of letter tiles and/or paper and pencil is optional.

- 
14. Today we are going to complete a word activity to show what you know about sounds in words. To begin, I am going to say a word. Then I will ask you to tell me each sound that you hear in the word. We will practice with a word together first. Let's begin.

The word is "mat." I'm going to break apart the sounds I hear in "mat." /m/ /a/ /t/

You may repeat the word more than once if necessary.

**Let's try the first word. Remember, after I say the word, you are going to tell me the sounds you hear in the word. Listen to the first word. The word is "cap."**

Allow time for the student to respond. Prompt the student one time to tell the sounds that s/he hears in the word if necessary. Record the response on the answer sheet.

**Let's go on to the next word. Tell me the sounds you hear in the word "fun."**

Allow time for the student to respond. Record the response on the answer sheet.

**Our next word is "leg." Tell me the sounds you hear in "leg."**

Allow time for the student to respond. Record the response on the answer sheet.

**Tell me the sounds you hear in "pit."**

Allow time for the student to respond. Record the response on the answer sheet.

**Listen to our last word. Tell me the sounds you hear in the word "hop."**

Allow time for the student to respond. Record the response on the answer sheet.

---

### Scoring Guidelines

Points	Student Response
2	Student segments beginning, middle and ending sounds of all 5 words correctly.
1	Student segments beginning, middle and ending sounds of 1 to 4 words correctly.
0	Student does not segment beginning, middle and ending sounds correctly.

---

## Activity 6: Rhyming Activity

### Question 15

Type of Administration: Individual

Estimated Time to Administer: 5 minutes per student

Materials

- Student Score Sheet

Notes

- Use the bold script 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.

- 
15. Today we are going to complete a rhyming activity. First, you are going to listen to two words that I say. Then you will give me another word that rhymes with them. For example, I will say the words fix and mix. If I asked you to tell me a word that rhymes with fix and mix, you might say six. Fix, mix, and six all rhyme. Do you have any questions?

Answer any student questions.

**Tell me a word that rhymes with these two words:**

“fan,” “pan.”

Allow time for student response.

**Tell me a word that rhymes with these two words:**

“cake,” “make.”

Allow time for student response.

**Tell me a word that rhymes with these two words:**

“ring,” “sing.”

Allow time for student response.

**This is the last pair of words. Tell me a word that rhymes with these two words:**

“bed,” “fed.”

Allow time for student response.

Thank the student for completing the activity and keep student score sheet.

---

### Scoring Guidelines

Points	Student Response
2	The student correctly says a word or nonsense word that rhymes with all 4 given pairs.
1	The student correctly says a word or nonsense word that rhymes with 2 or 3 of the given pairs.
0	The student says one or fewer words that rhyme with the given pairs.

---

## Activity 7: Rhyming Activity

### Question 16

Type of Administration: Individual

Estimated Time to Administer: 5 minutes per student

Materials

- Student Score Sheet

Notes

- Use the bold script 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.

- 
16. Today we are going to complete a rhyming word activity. First, you are going to listen to two words I say. Then you will tell me if these words rhyme or if they do not rhyme.

Let's practice. Listen to these two words: fix, mix. If I asked if these two words rhyme, you would say yes, because fix rhymes with mix. Now listen to two more: pick, pat. If I asked if these two words rhyme, you would say no, because pick does not rhyme with pat. Do you have any questions?

Answer any student questions.

**Let's begin with the first set of words.**

Be sure to speak clearly and pause briefly between the words. Record each response on the score sheet.

**bed red**

**Do the words "bed" and "red" rhyme?**

Wait for student response. Record response on the score sheet.

**Here is the second set of words.**

**dog fog**

**Do the words "dog" and "fog" rhyme?**

Wait for student response. Record response on the score sheet.

**Here is another set of words.**

**sun run**

**Do the words "sun" and "run" rhyme?**

Wait for student response. Record response on the score sheet.

**Here is the next set of words.**

**cook cut**



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**Do the words “cook” and “cut” rhyme?**

Wait for student response. Record response on the score sheet.

**Listen to the next set of words.**

sad mad

**Do the words “sad” and “mad” rhyme?**

Wait for student response. Record response on the score sheet.

**Here is the next set of words.**

us she

**Do the words “us” and “she” rhyme?**

Wait for student response. Record response on the score sheet.

**Listen to the last set of words.**

mat pat

**Do the words “mat” and “pat” rhyme?**

Wait for student response. Record response on the score sheet.

Thank the student for working with you today.

### **Scoring Guidelines**

<b>Points</b>	<b>Student Response</b>
2	The student correctly addresses whether all 7 pairs of words rhyme.
1	The student correctly addresses whether 3 to 6 pairs of words rhyme.
0	The student correctly addresses whether 2 or fewer pairs of words rhyme.  NOTE: If the student states that all of the words rhyme, that student receives 0 points.

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## Activity 8: Letter Sounds

### Question 17

Type of Administration: Individual

Estimated Time to Administer: 5 minutes per student

#### Materials

- Item Card (See Notes below)
- Student Score Sheet

#### Notes

- Use the bold script and item card to administer the questions. You may repeat any information up to three times.
- Use your own paper, a copy of the item card contained on page 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.

- 
17. **Today we are going to complete an activity to show me what you know about letter sounds. To begin, I am going to show you a set of letters. Then I will ask you to tell me the sound that each letter makes. Let's begin.**

Place the consonants item card in front of student.

**Look at the letters on this card.**

Put your finger on the first letter.

**This is the letter** (insert letter name here). **What sound does this letter make?**

For each individual letter, prompt students with the same statement and question. Record student responses on score sheet.

### Scoring Guidelines

Points	Student Response
2	Response identifies at least 6 out of 7 consonant sounds correctly.
1	Response identifies 2 to 5 consonant sounds correctly.
0	Response identifies one or fewer consonant sounds correctly.



**m f j s b t r**



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## Activity 9: The Park

### Questions 18 – 21

Type of Administration: Individual

Estimated Time to Administer: 10 - 15 minutes per student

#### Materials

- Storybook
- Student Score Sheet

#### Notes

- Use the bold script 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

- Prior to administering this activity, TAs should familiarize themselves with the scoring rubrics.

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## The Park

To begin this assessment, sit with the student in a quiet place. Hand the student the book, right side up, vertically, with the binding to the student's left.

**Today we are going to look at a book and I will ask you to show me how to read it. This will help me to understand what you already know about reading. As we work together, I will be writing notes. We will open to the first page of the book to begin.**

Open to the first page of the book.

**Show me where I start reading.**

Wait for student response and note it on the score sheet.

**Now show me which way to go when I read this page.**

Wait for student response and note it on the score sheet.

**I'm going to read the first sentence of the story to you. Follow along with your finger, pointing to each word as I read.**

Record whether student is able to follow. Stop reading at the end of the first line.

**Show me where I go next to keep reading on this page.**

Wait for student response and note it on the score sheet.

**Listen and follow along as I read the rest of the page.**

Continue reading to the end of the page, pointing to the words as you read.

**Show me where I go next.**

Wait for student response and note it on the score sheet. Continue reading the rest of the story to the student. Stop after page 5. You are going to ask students about the last page.



---

**Point to each word on this page and count how many words there are in all.**

Wait for student response and note it on the score sheet. Read the last page to the student.

When you are finished, thank the student for working with you today.

18. Open to the first page of the book.

**Show me where I start reading.**

Wait for student response and note it on the score sheet.

**Scoring Guidelines**

Points	Student Response
1	The student identifies text rather than pictures.  Note: The student does not have to identify the first word. Pointing to any text on the page will receive credit.
0	The student points to pictures or another part of the page that is not text.

19. **Now show me which way to go when I read this page.**

Wait for student response and note it on the score sheet.

**Scoring Guidelines**

Points	Student Response
1	The student correctly indicates that print goes from left to right.
0	The student incorrectly identifies left-right directionality.

- 
20. **I'm going to read the first sentence of the story to you. Follow along with your finger, pointing to each word as I read.**

Record whether student is able to follow. Stop reading at the end of the first line.

**Show me where I go to keep reading on this page.**

Wait for student response and note it on the score sheet.

**Listen and follow along as I read the rest of the page.**

Continue reading to the end of the page, pointing to the words as you read.

**Show me where I go next.**

Wait for student response and note it on the score sheet. Continue reading the story to the student. Stop after page 5. You are going to ask students about the last page.

**Scoring Guidelines**

Points	Student Response
1	The student correctly moves finger from left to right, indicates return sweep for the second line of text, and turns page. Student must demonstrate all three movements correctly.
0	The student is unable to demonstrate correct directionality for left to right, return sweep, and/or page turn.

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21. **Point to each word on this page and count how many words there are in all.**

Wait for student response and note it on the score sheet. Read the last page to the student.

When you are finished, thank the student for working with you today.

**Scoring Guidelines**

Points	Student Response
1	The student correctly points to individual words on the page. Students who count aloud should assign a single number to each word. Students may use number words incorrectly (1, 3, 4, 12, 2) but should not assign multiple numbers to a single word. Students must point to words correctly whether or not they count aloud. Student response should indicate understanding of words as separate groups of letters separated by spaces.
0	The student counts words multiple times or skips over words when counting.

