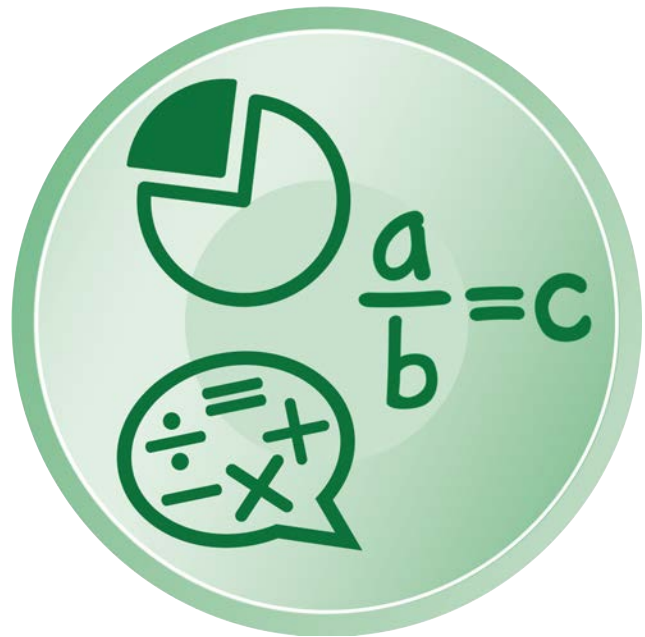


California Alternate Assessment

California Assessment of Student
Performance and Progress



English Language Arts/Literacy and Mathematics Directions for Administration



Grade 6, Practice Test



CAA for ELA and Mathematics Administration Notes

Beginning with the 2022–23 administration, the information on preparing for administration of the test that was previously found at the beginning of the *Directions for Administration (DFA)* has been removed and placed into a new, separate document. The new document, *Preparing for Administration (PFA)*, can be found in the [Moodle Training Site](https://moodle.caaspp-elpac.org) at <https://moodle.caaspp-elpac.org>, the [CAASPP](https://www.caaspp.org) website at <https://www.caaspp.org>, and within the Test Operations Management System (TOMS) that can be accessed through the CAASPP website.

For questions regarding the CAA for ELA and Mathematics or other CAASPP assessments:

- Parents/Guardians should contact their child’s teacher.
- Test examiners and other school personnel should contact their LEA CAASPP coordinator.
- LEA CAASPP coordinators should contact their LEA Success Agent, preferably by email. Refer to the [LEA Success Agent](https://ca-toms-help.ets.org/contact/lea-success-agents/) web page at <https://ca-toms-help.ets.org/contact/lea-success-agents/> to look up the name and contact information for the LEA’s assigned representative or the [California Outreach](https://ca-toms-help.ets.org/contact) web page at <https://ca-toms-help.ets.org/contact> for all support options.
- For more information on all aspects of the CAAs, including test security, item types, and guidelines, refer to the *Online Test Administration Manual for CAASPP Testing*, which is linked on the [CAASPP Manuals and Instructions web page](https://www.caaspp.org/administration/instructions/index.html) at <https://www.caaspp.org/administration/instructions/index.html>.

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Directions for Administration

About the Practice Test *Directions for Administration (DFA)*

This *DFA* contains directions and the specific scripts needed by test examiners to administer the online practice tests for the California Alternate Assessments (CAAs) for English Language Arts/Literacy (ELA) and Mathematics. It is a companion document to the online practice tests and the *PFA* document.

The purposes of the CAA practice tests are to

- familiarize students and test examiners with the item types,
- provide a sample of the test questions and grade-level content that appear on the CAA operational tests,
- allow students and test examiners to become familiar with the format and functionality of the online tests, and
- allow test examiners to try out accessibility resources (e.g., zoom in and out).

Please note that the practice tests and training tests do not produce scores. These practice tests are available all year and may be used at any time in preparation for the CAA operational tests that are administered in the spring.

Practice tests can be administered in one of two ways, either

- using a standard supported web browser to access the practice tests directly, without use of the Test Administrator Interface or secure browser, by using a guest session; or
- using the same procedures as those used for the operational tests, with the Test Administrator Interface, secure browser, and individual student logon information.

A parent or a guardian can access the practice tests through a guest session and act as the test examiner during testing. Test examiners or school staff members can access the practice tests through their appropriate roles in TOMS or through guest sessions.

Testing Checklist

This *DFA* contains directions and scripts to guide the test examiner in administering this CAA for ELA and Mathematics practice test. Prior to administering the practice test, ensure the following steps have been completed:

- Review the *Preparing for Administration (PFA)* document, which includes:
 - general information needed to prepare for administering the practice test and
 - a section with Helpful Links.
- Refer to [How to Start a CAA Practice Test - CAASPP](https://www.cde.ca.gov/ta/tg/ca/documents/caaqrpractice.pdf) web document located at <https://www.cde.ca.gov/ta/tg/ca/documents/caaqrpractice.pdf>.

Directions for Administration (cont.)

Using the *Directions for Administration (DFA)*

The *DFA* contains two sections: ELA and Mathematics. All *DFAs* begin with ELA, but either practice test may be administered first.

The *DFA* should be used to administer the CAA for ELA and Mathematics. It contains the script for administration. Keyword instructions and symbols for test examiners are as follows:

Guide to Administration Scripts	How the Test Examiner Should Proceed
SAY	The test examiner reads the material aloud to the student.
POINT TO the corresponding picture or POINT	The test examiner points to the information on the screen.
READ each option and POINT TO the corresponding picture	The test examiner reads each option on the screen aloud while pointing to the graphics or text on the screen.
SCORE the student's response using the rubric below.	The test examiner scores the student's response following the rubric provided in the <i>DFA</i> .
DO NOT LABEL	The test examiner intentionally does not describe what is shown on the screen.
ALT	The test examiner reads the alternative text instead of pointing to the image.

Directions for Administration (cont.)

Mathematical Symbols

In the mathematics test, a *DFA* script may use mathematical expressions rather than words to spell out the expressions. Please use the following table to guide how these are read aloud to the student.

Symbol	Mathematical expression	How to read aloud
+	$4 + 4$	four plus four
=	$4 + 4 = 8$	four plus four equals eight
x	3×2	three times two
-	$3 - 2$	three minus two
÷	$4 \div 2$	four divided by two
>	$4 > 3$	four is greater than three
<	$3 < 4$	three is less than four
/	$1/2, 1/3, 1/4$	one-half, one-third, one-fourth
(,)	$(2, 3)$	two, three
²	3^2	three squared
-	-2	negative two
³	2^3	two cubed
°	5°	five degrees
.	2.6	two point six
%	50%	fifty percent

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Administration Scripts for ELA Test Questions

Passage

SAY: We will read a story titled “Going to the Pool.” First let’s read vocabulary from the story.

Proceed to the Vocabulary Preview.

READ the vocabulary words and **POINT TO** each picture as the word is read.

ALT *The picture shows Brenda.*

The picture shows a swimsuit to wear for swimming.

SAY: Now we will read the story. Follow along as I read aloud. Then I will ask you questions.

Proceed to the story.

READ the story aloud and **POINT TO** the corresponding pictures as the story is read.

ALT *The picture shows a swimming pool.*

The picture shows Brenda.

Two pictures are shown. The first picture shows a swimsuit to wear for swimming. The second picture shows a towel.

The picture shows students standing in a line.

The picture shows students sitting in a school bus.

After the story has been read,

SAY: We have finished reading. Now I will ask you questions.

1

READ the item and **POINT TO** each option as it is read.



2

POINT TO the item.

SAY: We will use this chart to put these pictures in the order they happen in the story.

POINT TO the chart and the pictures below the chart.

SAY: The picture of what happens first is already in the chart. First, Brenda looks at the clock.

POINT TO the picture of the clock.

ALT *The picture shows a clock.*

SAY: You will use these boxes to add what happens next and what happens last in the story.

POINT TO the blank boxes in the chart.

SAY: What happens next in the story?

POINT TO the middle box in the chart.

SAY: Do the students get on the bus?

POINT TO the picture of the students on the school bus.

ALT *The picture shows students on the school bus.*

SAY: Do the students line up?

POINT TO the picture of the students standing in a line.

ALT *The picture shows students standing in a line.*

SAY: Or do the students work on a project?

POINT TO the picture of the students using computers.

ALT *The picture shows students using computers.*

SAY: What happens last in the story?

POINT TO the last box in the chart.

POINT TO and label the remaining two options with the same questions as shown above.

If the student provides only one response (correctly or incorrectly),

SAY: Put one more picture in the chart in the order it happens in the story.

Allow the student to change the responses as needed.



3

SAY: Now I will ask you one more question about this story.

POINT TO the item.

SAY: What does Brenda see inside her bag? Pick two answers. A notebook?

POINT TO the picture of a notebook.

SAY: A towel?

POINT TO the picture of a towel.

SAY: A swimsuit?

POINT TO the picture of a swimsuit.

If the student provides only one response (correctly or incorrectly),

SAY: What else does Brenda see inside her bag?

Passage

SAY: We will read about crabs in the ocean. First let's read vocabulary.

Proceed to the Vocabulary Preview.

READ the vocabulary words aloud and **POINT TO** each picture as the word is read.

ALT *The picture shows a crab. It has a hard shell.*

The picture shows a crab. Arrows are pointing to its sharp claws.

SAY: Now we will read about crabs in the ocean. Follow along as I read aloud. Then I will ask you questions.

Proceed to the passage.

READ the passage aloud and **POINT TO** the corresponding pictures as the passage is read.

ALT *The picture shows a crab.*

The picture shows a crab.

Two pictures are shown. The first picture shows a fish. The second picture shows a snail.

After the passage has been read,

SAY: We have finished reading. Now I will ask you questions.



4

READ the item and **POINT TO** each option as it is read.

5

READ the item and **POINT TO** each option as it is read.

6

SAY: Now I will ask you one more question about what we read. Listen as I read a sentence about crabs. There is a word missing from the sentence. Finish the sentence about crabs.

POINT TO the sentence.

SAY: This sentence says, “Crabs have sharp ‘blank.’”

POINT TO the blank box in the sentence.

SAY: Do crabs have sharp eggs?

POINT TO the word “eggs.”

SAY: Or do crabs have sharp claws?

POINT TO the word “claws.”

**Passage**

SAY: We will read about getting rid of litter. First let's read vocabulary.

Proceed to the Vocabulary Preview.

READ the vocabulary word and **POINT TO** the picture as the word is read.

ALT *The picture shows trash that has been thrown on the ground beside a road. This trash is called litter.*

SAY: Now we will read about getting rid of litter. Follow along as I read aloud. Then I will ask you questions.

Proceed to the passage.

READ the passage aloud and **POINT TO** the corresponding pictures as the passage is read.

ALT *The picture shows a deer by a stream.
The picture shows litter on the ground beside a road.
Two pictures are shown. The first picture shows a river. The second picture shows a duck swimming in water with trash in it.
The picture shows a person putting trash into a trash can.*

After the passage has been read,

SAY: We have finished reading. Now I will ask you questions.



7

Part A

SAY: What did we read about? Litter?**POINT TO** the picture of litter on the ground.**ALT** *The picture shows litter on the ground beside a road.***SAY: Or chores?****POINT TO** the picture of cleaning supplies and a vacuum cleaner.**ALT** *The picture shows cleaning supplies and a vacuum cleaner.*

Part B

SAY: What are we told to do? Learn to play a sport?**POINT TO** the picture of a baseball glove.**ALT** *The picture shows a baseball glove with a baseball inside it.***SAY: Or throw away trash?****POINT TO** the picture of a person putting trash into a trash can.**ALT** *The picture shows a person putting trash into a trash can.*



8

SAY: Listen as I read a sentence.

POINT TO the picture and the sentence in the text box and **READ** the sentence aloud.

ALT *The picture shows a duck swimming in water with trash in it.*

READ the item and **POINT TO** each option as it is read.

9

SAY: Now I will ask you one more question about what we read.

POINT TO the picture of the pile of trash.

ALT *The picture shows a pile of trash on the ground.*

READ the item and **POINT TO** each option as it is read.

If the student provides only one response (correctly or incorrectly),

SAY: Which other word tells us about litter?

Passage

SAY: We will read a story titled “The Partner Project.” First let’s read vocabulary from the story.

Proceed to the Vocabulary Preview.

READ the vocabulary words and **POINT TO** each picture as the words are read.

ALT *The picture shows Michelle.
The picture shows Cameron.
The picture shows the Statue of Liberty.*

SAY: Now we will read the story. Follow along as I read aloud. Then I will ask you questions.

Proceed to the story.

READ the story aloud and **POINT TO** the corresponding pictures as the story is read.

ALT *The picture shows Michelle and Cameron.
The picture shows the Statue of Liberty.
The picture shows Michelle pulling a book from the shelf.
Two pictures are shown. The first picture shows a book. The second picture shows the Statue of Liberty.*

After the story has been read,

SAY: We have finished reading. Now I will ask you questions.



10

SAY: Listen as I read a sentence from the story. There are some words missing from the beginning of the sentence.

POINT TO the sentence.

SAY: This sentence says, “‘Blank,’ Michelle shows Cameron the book she finds.” Which words correctly begin the sentence?

POINT TO the blank box in the sentence.

SAY: In some cases, Michelle shows Cameron the book she finds?

POINT TO the first option.

SAY: For example, Michelle shows Cameron the book she finds?

POINT TO the second option.

SAY: After a while, Michelle shows Cameron the book she finds?

POINT TO the third option.

11

READ the item and **POINT TO** each option as it is read.

If the student provides only one response (correctly or incorrectly),

SAY: How else does Michelle suggest her idea to Cameron?



12

POINT TO the item.

SAY: Now I will ask you two more questions about this story.

POINT TO the blank yellow box.

SAY: What happens first? They go to the library?

POINT TO the first yellow option.

ALT *The picture shows books on library shelves.*

SAY: Or they go to the science lab?

POINT TO the second yellow option.

ALT *The picture shows equipment in a science classroom.*

POINT TO the blank blue box.

SAY: What happens last? They start reading the book?

POINT TO the first blue option.

ALT *The picture shows an open book.*

SAY: Or they plan to travel together?

POINT TO the second blue option.

ALT *The picture shows a suitcase and a backpack.*

**Passage**

SAY: We will read about group dancing. First let's read vocabulary.

Proceed to the Vocabulary Preview.

READ the vocabulary words and **POINT TO** each picture as the words are read.

ALT *The picture shows a group of women and girls dancing together.
The picture shows a woman and a man dancing and wearing colorful costumes.*

SAY: Now we will read about group dancing. Follow along as I read aloud. Then I will ask you questions.

Proceed to the passage.

READ the passage aloud and **POINT TO** the corresponding pictures as the passage is read.

ALT *The picture shows a group of dancers.
The picture shows a group of women and girls dancing together.
The picture shows a group of people on a stage doing the same dance moves together.
The picture shows a woman and a man dancing and wearing colorful costumes.*

After the passage has been read,

SAY: We have finished reading. Now I will ask you questions.



13

READ the item and **POINT TO** each option as it is read.

14

SAY: Listen as I read a sentence.

POINT TO the sentence in the text box and **READ** the sentence aloud.

READ the item and **POINT TO** each option as it is read.

15

SAY: Now I will ask you one more question about what we read.

POINT TO the poster.

SAY: This is a poster a student in a dance group is creating. The student wants others to join the dance group.

READ the poster aloud and **POINT TO** the two blank bullet points in the poster.

SAY: Two sentences are missing from the poster.

READ the item and **POINT TO** each option as it is read.

If the student provides only one response (correctly or incorrectly),

SAY: Which other sentence should be added to the poster?

16

SAY: We will read about umbrellas. Follow along as I read aloud. Then I will ask you a question.

READ the passage aloud and **POINT TO** the corresponding pictures as the passage is read.

ALT *The picture shows an umbrella.*
The picture shows a boy under an umbrella in the rain.
The picture shows a woman under an umbrella in the sun.

After the passage has been read,

SAY: We have finished reading. Now I will ask you a question.

POINT TO the picture above the question.

ALT *The picture shows a girl holding an umbrella over her head.*

READ the item and **POINT TO** each option as it is read.



17

SAY: We will read about birds called ravens. Follow along as I read aloud. Then I will ask you a question.

READ the passage aloud and **POINT TO** the picture after the title is read.

ALT *The picture shows a black bird called a raven.*

After the passage has been read,

SAY: We have finished reading. Now I will ask you a question.

READ the item and **POINT TO** each option as it is read.

18

SAY: We will read a story about a dragonfly. Follow along as I read aloud. Then I will ask you a question.

READ the story aloud and **POINT TO** the corresponding pictures as the story is read.

ALT *The picture shows a dragonfly.
The picture shows a dragonfly with huge eyes.*

After the story has been read,

SAY: We have finished reading. Now I will ask you a question.

SAY: Listen as I read a sentence from the story about a dragonfly. Follow along as I read aloud.

POINT TO the sentence in the text box and **READ** the sentence aloud.

Then **READ** the item and **POINT TO** each option as it is read.



19

SAY: We will read a story titled “Nick’s Kite.” The beginning and the ending of the story are missing. Follow along as I read aloud. Then I will ask you a question.

READ the story aloud and **POINT TO** the corresponding pictures as the story is read.

ALT *The picture shows many people flying kites in a park.
The picture shows Nick flying a kite.*

After the story has been read,

SAY: We have finished reading. Now I will ask you a question.

POINT TO the first picture shown in the story.

SAY: This picture goes with the beginning of the story.

ALT *The picture shows many people flying kites in a park.*

POINT TO the blank yellow box in the item.

SAY: How would you begin the story? Nick wants to fly a kite at the park?

POINT TO the first yellow option.

SAY: Or Nick takes a picture of the kites?

POINT TO the second yellow option.

POINT TO the last picture shown in the story.

SAY: This picture goes with the ending of the story.

ALT *The picture shows Nick flying a kite.*

POINT TO the blank blue box in the item.

SAY: How would you end the story? Nick decides to sell the kite he makes?

POINT TO the first blue option.

SAY: Or Nick watches his kite glide in the sky?

POINT TO the second blue option.



20

SAY: We will read a story titled “Fun at the Festival.” Follow along as I read aloud. Then I will ask you a question.

READ the story aloud and **POINT TO** the corresponding pictures as the story is read.

ALT *The picture shows Maggie and Kayla smiling. Their faces are painted with bright colors.
The picture shows flowers made out of paper.*

After the story has been read,

SAY: We have finished reading. Now I will ask you a question.

READ the item and **POINT TO** each option as it is read.

If the student provides only one response (correctly or incorrectly),

SAY: What else happens in the story?



21

SAY: We will read a story titled “A Surprise Guest.” Follow along as I read aloud. Then I will ask you a question.

READ the story aloud and **POINT TO** the corresponding pictures as the story is read.

ALT *The picture shows John, Maria, and Andrew sitting on the floor playing a game.*

The picture shows John’s mother opening the door to greet Sophia. John, Maria, and Andrew are waving to Sophia from across the room.

The picture shows John giving a book to Sophia.

The picture shows John and Maria sitting on the floor playing the game. Andrew is standing up beside them.

The picture shows John, Maria, Andrew, and Sophia playing the game.

After the story has been read,

SAY: We have finished reading. Now I will ask you a question.

POINT TO the chart in the item.

SAY: We will use this chart to tell what happens in the story. Some sentences are missing from the chart. You will fill in the missing sentences and put the sentences in order.

POINT TO the sentence in the first box of the chart. Then **POINT TO** the picture above the item.

ALT *The picture shows John, Maria, and Andrew sitting on the floor playing a game.*

SAY: This sentence says, “John and his friends play a game.”

POINT TO the blank boxes in the chart.

SAY: You will use these boxes to add what happens next and what happens last in the story.

POINT TO the middle box in the chart.

SAY: What happens next in the story? Andrew asks Sophia to join the game?

POINT TO the first option.

SAY: Maria asks Sophia to eat dinner with her?

POINT TO the second option.

SAY: Or Sophia borrows a book from John?

POINT TO the third option.

This item continues on the next page.



POINT TO the last box in the chart.

SAY: **What happens last in the story?**

POINT TO and label the remaining two options with the same questions as shown above. If the student provides only one response (correctly or incorrectly),

SAY: **Put one more sentence in the chart in the order it happens in the story.**

Allow the student to change the responses as needed.



22

SAY: We will read about the stars on the flag. Follow along as I read aloud. Then I will ask you a question.

READ the passage aloud and **POINT TO** the picture after the title is read.

ALT *The picture shows the United States flag.*

After the passage has been read,

SAY: We have finished reading. Now I will ask you a question.

SAY: You will write a sentence about how the flag has changed. Use two of these words.

POINT TO and **READ** each word in the word bank.

Refer to the student’s usual mode of writing to prompt the student to begin.

- If the student uses the computer or an AAC device to write,
SAY: Use the computer/your device [or other wording familiar to the student] to write the sentence.

If the student uses the computer, click on the tool icon in the upper right-hand corner of the student screen and select the notepad option. After the student has written a response or has attempted a response, score the response using the rubric provided, and then save and close the notepad.

- If the student uses dictation to write,
SAY: Tell me the sentence to write. I will type it on the computer/write it for you [or other wording familiar to the student].

If the student provides only one word from the bank,

SAY: How else has the flag changed? Here are some words you can use.

POINT TO and **READ** the three unused words in the word bank.

SCORE the student using the rubric below.

Scoring Rubric*

Score A	Score B	Score C
The student provides a sentence about changes in the flag using two words from the word bank. Examples include: The number of stars has gone up. / Stars have been added. / The stars stand for the 50 states.	The student attempts to provide a sentence about changes in the flag using one word from the word bank.	The student does not attempt to provide a sentence about changes in the flag using any words from the word bank.

*Please assess only the factors mentioned in the scoring rubric. Writing conventions (grammar, capitalization, and spelling) should not influence the score.



23

SAY: We will read about pigs. Follow along as I read aloud. Then I will ask you a question.

READ the passage aloud and **POINT TO** the corresponding pictures as the passage is read.

ALT *The picture shows a pig.
The picture shows an outdoor maze where a pig can try to find its way through.*

After the passage has been read,

SAY: We have finished reading. Now I will ask you a question.

READ the item and **POINT TO** each option as it is read.

24

SAY: We will watch a video and then read about solar eclipses. Watch the video. There is sound in this video.

Play the video.

ALT *[Before the video plays] The video shows a girl watching TV to learn about the next solar eclipse. The girl marks the date on her calendar. On the day of the eclipse, she watches the eclipse while wearing special glasses.*

After the video has played,

SAY: Now we will read about solar eclipses. Follow along as I read aloud. Then I will ask you a question.

READ the passage aloud and **POINT TO** the corresponding pictures as the passage is read.

ALT *The picture shows a dark sky with the Moon blocking the Sun.
The picture shows a teenage boy wearing eclipse glasses.*

After the passage has been read,

SAY: We have finished reading. Now I will ask you a question.

READ the item and **POINT TO** each option as it is read.

If the student provides only one response (correctly or incorrectly),

SAY: What other information about solar eclipses is in both the story and the video?



25

SAY: Listen as I read some sentences.

POINT TO the picture and the sentences in the text box and **READ** the sentences aloud.

ALT *The picture shows soapy water around the hole at the bottom of a sink.*

READ the item and **POINT TO** each option as it is read.

If the student provides only one response (correctly or incorrectly),

SAY: Which other word helps us understand the meaning of “drains”?

— End of test —

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Administration Scripts for Mathematics Test Questions

1

POINT TO the first picture.

SAY: This picture shows 100 small squares. One of the squares is shaded. This is 1%.

ALT The picture shows a large square split into 10 rows of 10 smaller squares. 1 of the smaller squares is shaded.

POINT TO the second picture.

SAY: Here is another picture with small squares shaded.

ALT The picture shows a large square split into 10 rows of 10 smaller squares. 25 of the squares are shaded.

READ the question and options, and **POINT TO** each option as it is read.

2

SAY: 1 baseball practice is 30 minutes long.

Part A

READ the question and options, and **POINT TO** each option as it is read.

Part B

READ the question and options, and **POINT TO** each option as it is read.

3

POINT TO the picture.

SAY: There are 100 flowers.

POINT TO each corresponding flower.

SAY: 30 of the flowers are orange. 25 of the flowers are yellow. 20 of the flowers are blue. 25 of the flowers are pink.

READ the question and options, and **POINT TO** each option as it is read.



4

Part A

POINT TO the picture.**SAY:** A student has 126 stamps. He will buy 76 more stamps.**READ** the question.**POINT TO** the equation.**SAY:** $126 + 76 = \text{what?}$ **READ** and **POINT TO** each option.

Part B

POINT TO the picture.**SAY:** A student has 348 trading cards. She will give 19 cards to a friend.**READ** the question.**POINT TO** the equation.**SAY:** $348 - 19 = \text{what?}$ **READ** and **POINT TO** each option.

5

POINT TO the rectangle.**SAY:** Here is a picture of a rectangle. The length is 6 units. The width is 4 units.

ALT *The picture shows a rectangle split into equal squares. There are 4 rows with 6 squares in each row.*

SAY: The area of a rectangle is the length times the width.**READ** the question and options, and **POINT TO** each option as it is read.



6

POINT TO the number line.

SAY: Look at this number line.

ALT *The picture shows a number line that is numbered from -5 to 5 by ones. There are 3 points on the number line.*

READ the question.

POINT TO each corresponding point on the graph.

SAY: Is it point A?

ALT *Point A is 2 spaces to the left of 0.*

SAY: Is it point B?

ALT *Point B is 2 spaces to the right of 0.*

SAY: Or is it point C?

ALT *Point C is 4 spaces to the right of 0.*

7

SAY: A teacher has a box of 100 pencils.

POINT TO the picture.

SAY: Of these, 15 are red, and the rest are yellow.

READ the question and options, and **POINT TO** each option as it is read.

8

Part A

READ the item and **POINT TO** each option as it is read.

Part B

READ the item and **POINT TO** each option as it is read.



9

READ the question.

POINT TO each option.

SAY: Is it the first choice?

ALT *The first choice shows 1 plate, a colon, and 3 bananas.*

SAY: Or the second choice?

ALT *The second choice shows 1 plate, a colon, and 2 bananas.*

10

Part A

POINT TO the picture.

SAY: A student makes bracelets. There are 8 beads in each bracelet.

READ the question and options, and **POINT TO** each option as it is read.

Part B

SAY: The student sold 12 bracelets for \$3 each.

SAY: Choose the amount that makes the sentence true.

READ the sentence with each option inserted, and **POINT TO** each option as it is read.

11

Part A

SAY: Which sentence shows positive 1?

READ the options and **POINT TO** each option as it is read.

Part B

SAY: Which sentence shows negative 4?

READ the options and **POINT TO** each option as it is read.



12

SAY: Here are circles and squares.

POINT TO the picture.

ALT *The picture shows 3 circles, a colon, and 5 squares.*

READ the question and options, and **POINT TO** each option as it is read.

13

Part A

POINT TO the first picture.

SAY: Look at this ruler.

ALT *The picture shows a 12-inch ruler.*

READ the question and options, and **POINT TO** each option as it is read.

Part B

POINT TO the second picture.

SAY: Look at this picture. There is a gallon split into quarts.

ALT *The picture shows a square titled "Gallon" that is split into 4 equal parts. Each part is labeled "Quart."*

SAY: Choose the number that makes the sentence true.

READ the sentence with each option inserted, and **POINT TO** each option as it is read.

14

POINT TO the table.

SAY: This table shows the costs of different snacks at a school's movie night.

POINT TO each corresponding row of the table.

SAY: 1 box of candy costs \$2.50. 1 bag of popcorn costs \$4.25.

Part A

READ the question and options, and **POINT TO** each option as it is read.

Part B

READ the question and options, and **POINT TO** each option as it is read.



15

POINT TO the table.

SAY: This table shows that the temperature in Chicago is negative 4° , the temperature in New York City is negative 6° , the temperature in Palm Springs is 87° , and the temperature in Tampa is 75° .

READ the item and **POINT TO** each option as it is read.

If the student provides only one response (correctly or incorrectly),

SAY: Which other city has a temperature that is less than 0° ?

16

POINT TO the picture.

SAY: A student has the following items in his closet: 2 jump ropes, 3 tennis balls, and 1 tennis racket.

Part A

READ the question and options, and **POINT TO** each option as it is read.

Part B

READ the question and options, and **POINT TO** each option as it is read.

17

READ the item.

POINT TO the picture.

SAY: $3 \text{ pencils} + 8 \text{ pencils} = \text{what?}$ Choose the correct answer and drag it to the box.

READ each option and **POINT TO** each option as it is read.

18

READ the item and **POINT TO** each option as it is read.

19

READ the item and **POINT TO** each option as it is read.

If the student provides only one response (correctly or incorrectly),

SAY: Which other choice could be shown with a negative number?



20

POINT TO the first picture.

SAY: Look at this star. This is one whole star.

POINT TO the second picture.

SAY: Here is $\frac{1}{2}$ of a star.

Part A

READ the question.

POINT TO each option.

SAY: Is it the first choice?

ALT *The first choice shows 2 stars.*

SAY: Or the second choice?

ALT *The second choice shows 1 star and half of a star.*

Part B

READ the question.

POINT TO each option.

SAY: Is it the first choice?

ALT *The first choice shows half of a star.*

SAY: Or the second choice?

ALT *The second choice shows 1 star and half of a star.*

21

SAY: A teacher has 100 notebooks.

POINT TO the notebooks.

SAY: 40 of the notebooks are blue, and 60 of the notebooks are red.

READ the question and options, and **POINT TO** each option as it is read.



22

POINT TO the small square.

SAY: Look at this picture. This is a picture of 1 square.

READ the direction.

POINT TO each option.

SAY: Is it the first choice?

ALT *The first choice shows 4 rows of 3 squares.*

SAY: Or the second choice?

ALT *The second choice shows 5 rows of 3 squares.*

23

POINT TO the picture of the skateboard and the wheels.

SAY: One skateboard is made with 4 wheels.

Part A

READ the question.

ALT *The picture shows 3 groups of 4 wheels.*

READ and **POINT TO** each option.

Part B

READ the question.

ALT *The picture shows 5 groups of 4 wheels.*

READ and **POINT TO** each option.

24

Part A

POINT TO each corresponding part of the picture.

SAY: There are 3 cats for every 5 dogs.

READ the question and options, and **POINT TO** each option as it is read.

Part B

READ the item and **POINT TO** each option as it is read.



25

SAY: Look at this set of shapes.

POINT TO each corresponding shape.

SAY: Square, circle, circle, square, circle.

READ the direction.

POINT TO each option.

SAY: Is it a square?

Or a circle?

— End of test —

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Appendices

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