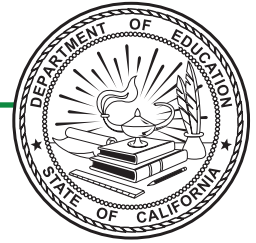
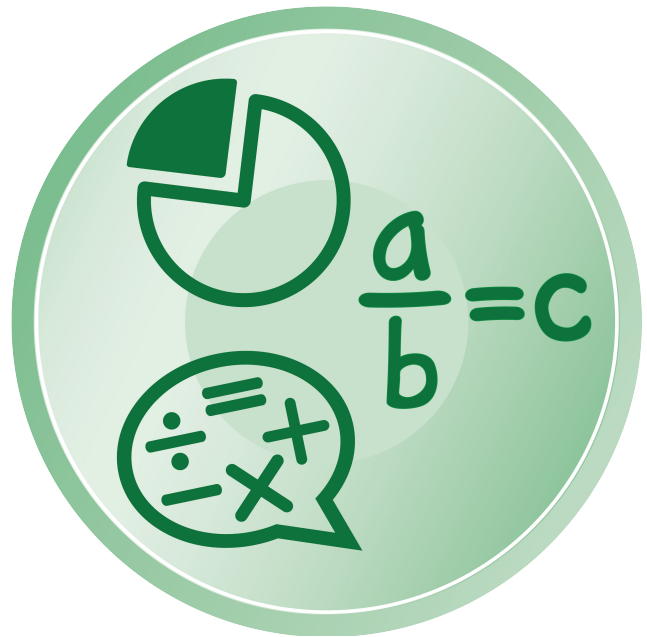


# California Alternate Assessment

California Assessment of Student  
Performance and Progress



## English Language Arts/Literacy and Mathematics Directions for Administration



Grade 11, Practice Test 

---

## CAAs for ELA and Mathematics Administration Notes

---

Starting in 2025, all information about the administration of a practice test can be found on the [CAASPP & ELPAC Website](#).

**For questions regarding the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics or other California Assessment of Student Performance and Progress (CAASPP) assessments, refer to the following:**

- All users are encouraged to use the [Get Answers web page](#) to look up answers to commonly asked questions.
- Parents/Guardians should contact their child’s teacher.
- Test examiners and other school personnel should contact their site CAASPP coordinator.
- Site CAASPP coordinators should contact their local educational agency (LEA) CAASPP coordinator as directed.
- LEA CAASPP coordinators should contact their LEA Success Agent, preferably by email. Refer to the [Success Agent Lookup web page](#) to look up the name and contact information for the LEA’s assigned representative or the [Contact Us web page](#) for all support options.
- For more information on all aspects of the CAAs, including test security, item types, and guidelines, refer to the [CAASPP Online Test Administration Manual](#) on the [CAASPP and ELPAC Manuals Library web page](#).

Copyright © 2025 by the California Department of Education (CDE). All rights reserved. All other trademarks are the property of their respective owners.

# Table of Contents

---

Directions for Administration . . . . . 1

    About the Practice Test *Directions for Administration (DFA)* . . . . . 1

    Helpful Links . . . . . 1

    Alternative Text for a Student with Visual Impairments . . . . . 2

    Student Responses . . . . . 2

    Student Engagement . . . . . 3

    Testing Checklist. . . . . 3

    Using the Practice Test *DFA* . . . . . 4

    Mathematical Symbols and Expressions. . . . . 5

    Resources Listed in the Practice Test *DFA*. . . . . 6

    Administration Scripts for ELA Practice Test Questions. . . . . 8

    Administration Scripts for Mathematics Practice Test Questions. . . . . 21

Appendices . . . . . 34

    Appendix A: Graphics Attributions. . . . . 34

This page is intentionally left blank.

# 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 CAAs for ELA and mathematics. It is a companion document to the online practice tests.

The purposes of the CAA practice tests are to

- familiarize students and test examiners with the item types,
- familiarize students and test examiners with the associated scripts for the online test questions (referred to as test items),
- 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 students and test examiners to try out accessibility resources (for example, using the zoom accessibility resource to 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

1. 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
2. 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 the [Test Operations Management System \(TOMS\)](#) or through guest sessions.

## Helpful Links

---

- [Practice and Training Tests web page](#)
- [Practice and Training Test Resources web page](#)
- [Practice and Training Tests Overview video](#)
- [How to Access a Practice or Training Test Through the Student Interface web document](#)
- [How to Administer a Practice or Training Test with a Session ID web document](#)
- [California Alternate Assessments \(CAAs\) web page](#)
- [Accessibility Resources web page](#)

# Directions for Administration (cont.)

---

## Alternative Text for a Student with Visual Impairments **ALT**

---

Within the *DFA* is boxed and *italicized* text preceded by the **ALT** symbol that provides the alternative text for a student with visual impairments. The alternative text in these boxes should be used to describe images for a student who is not able to fully access the images or videos used in the assessment. **Only students who have been identified as having visual impairments should be read the alternative text.**

The alternative text is intended to be a supplement to the administration script for students who are visually impaired and should not be used in place of the administration script. Where the administration script prompts a test examiner to “**POINT TO**” an image, the test examiner would instead read the alternative text to the student with visual impairments. Where the administration script prompts a test examiner to play a video, the test examiner would instead read the alternative text to the student with visual impairments. In addition to reading the alternative text, the test examiner may choose to point to an image or play a video in the item for a student with low vision, as long as the decision is consistent with the student’s individualized education program (IEP). The alternative text can be reread on the basis of a student’s need or request. The alternative text should be read exactly as it is written in the *DFA*, without clarification or rephrasing.

## Student Responses

---

The CAAs are designed for one-on-one administration between a student and a test examiner who is familiar with the student. Like other standardized assessments, the CAAs for ELA and mathematics should be administered to each student in a consistent manner according to the directions provided, with variations only as specified in each student’s IEP. When able, students should enter responses directly into the testing device. In some cases, the test examiner may select the responses indicated by the student’s mode of response (such as gesture, eye gaze, or an alternative communication device). In all cases, responses must come from the student and not from the test examiner. Test items and *DFA* scripts can be reread on the basis of a student’s need or request. **Hand-over-hand or other physical prompting by the test examiner is *not* permitted on any CAA.**

# Directions for Administration (cont.)

---

## Student Engagement

---

Establishing and maintaining student engagement is important to the successful administration of the CAAs for ELA and mathematics. The test examiner may pause testing if the student is no longer engaged, is not actively participating, or is showing signs of behavioral or functional concerns related to the test. Testing may resume at a later time as appropriate for the student.

A student should be administered as much content of each test as possible. A test examiner should take the time necessary to elicit the student's best performance on each test item. A student should use the mode(s) of communication used in daily instruction.

If a student does not regain productivity and engagement, even after allowing breaks over multiple days, a test examiner may end the student's test. To end the test early, advance through the remaining test items and then submit the test.

## Testing Checklist

---

This *DFA* contains directions and scripts to guide the test examiner in administering the CAAs for ELA and mathematics practice tests. Prior to administering a practice test, ensure the following steps have been completed:

- ☐ Review the "Helpful Links" section.
- ☐ Watch the [Practice and Training Tests Overview video](#).
- ☐ Refer to the [How to Access a Practice or Training Test Through the Student Interface web document](#) if using the student interface; or refer to the [How to Administer a Practice or Training Test with a Session ID web document](#) if generating a test session through TOMS.

# Directions for Administration (cont.)

## Using the Practice Test *DFA*

This *DFA* contains two sections: “ELA” and “Mathematics.” All *DFA*s begin with ELA, but either practice test may be administered first.

This *DFA* should be used to administer the CAAs for ELA and mathematics practice tests. It contains the script for administration. Keywords, symbols, and instructions for test examiners are as follows (refer to table 1):

Table 1. Keywords, Symbols, and Instructions

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



# Directions for Administration (cont.)

## Mathematical Symbols and Expressions

In the mathematics test, a *DFA* script may use mathematical expressions rather than words to spell out the expressions. Please use table 2 to guide how these are read aloud to the student.

**Table 2. Reading Mathematical Symbols and Expressions Aloud**

Symbol	Mathematical Expression	How to Read Aloud
+	$4 + 4$	four plus four
=	$4 + 4 = 8$	four plus four equals eight
$\times$	$3 \times 2$	three times two
–	$3 - 2$	three minus two
$\div$	$4 \div 2$	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
<sup>2</sup>	$3^2$	three squared
-	-2	negative two
<sup>3</sup>	$2^3$	two cubed
°	$5^\circ$	five degrees
.	2.6	two point six
%	50%	fifty percent

# Directions for Administration (cont.)

## Resources Listed in the Practice Test *DFA*

This *DFA* contains hyperlinks to resources essential for test administration. Table 3 includes the URLs for the embedded links in this *DFA*.

**Table 3. Resources Listed in this Document**

Resources	URL
Accessibility Resources web page	<a href="https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/">https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/</a>
CAASPP and ELPAC Manuals Library web page	<a href="https://ca-toms-help.ets.org/">https://ca-toms-help.ets.org/</a>
CAASPP & ELPAC Website	<a href="https://www.caaspp-elpac.org/">https://www.caaspp-elpac.org/</a>
<i>CAASPP Online Test Administration Manual</i>	<a href="https://ca-toms-help.ets.org/caaspp-otam/">https://ca-toms-help.ets.org/caaspp-otam/</a>
California Alternate Assessments (CAAs) web page	<a href="https://www.caaspp-elpac.org/assessments/caaspp/caa/">https://www.caaspp-elpac.org/assessments/caaspp/caa/</a>
Contact Us web page	<a href="https://www.caaspp-elpac.org/help/contact">https://www.caaspp-elpac.org/help/contact</a>
Get Answers web page	<a href="https://www.caaspp-elpac.org/help/get-answers">https://www.caaspp-elpac.org/help/get-answers</a>
<i>How to Access a Practice or Training Test Through the Student Interface</i> web document	<a href="https://www.caaspp-elpac.org/s/docs/qrgaccesspracticetest.pdf">https://www.caaspp-elpac.org/s/docs/qrgaccesspracticetest.pdf</a>
<i>How to Administer a Practice or Training Test with a Session ID</i> web document	<a href="https://www.caaspp-elpac.org/s/docs/qrgadministertest.pdf">https://www.caaspp-elpac.org/s/docs/qrgadministertest.pdf</a>
Practice and Training Tests web page	<a href="https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/">https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/</a>
Practice and Training Tests Overview video	<a href="https://www.youtube.com/watch?v=FYKtfd8bmyo">https://www.youtube.com/watch?v=FYKtfd8bmyo</a>
Practice and Training Tests Resources web page	<a href="https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/practice-and-training-resources/">https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/practice-and-training-resources/</a>
Success Agent Lookup web page	<a href="https://www.caaspp-elpac.org/help/success-agent-lookup">https://www.caaspp-elpac.org/help/success-agent-lookup</a>
Test Operations Management System (TOMS)	<a href="https://mytoms.ets.org/">https://mytoms.ets.org/</a>

This page is intentionally left blank.



## Administration Scripts for ELA Practice Test Questions

### Passage

**SAY:** We will read about the bearded dragon. 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 lizard called a bearded dragon resting on a tree branch.*

*The picture shows a bearded dragon's bumpy skin on its chin.*

**SAY:** Now we will read about the bearded dragon. Follow along as I read aloud. Then I will ask you some 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 bearded dragon resting on a tree branch.*

*The picture shows a bearded dragon's bumpy skin on its chin.*

*The picture shows two bearded dragons on a tree branch; a dish of water is beside the branch.*

After the passage is read,

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

1

**POINT TO** the picture of the bearded dragons on a tree branch.

**ALT** *The picture shows two bearded dragons on a tree branch; a dish of water is beside the branch.*

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

2

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

3

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

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

**Passage**

**SAY:** We will read about bowling. 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 teenage boy rolling a bowling ball.*  
*The picture shows bowling pins set up and ready to be knocked down.*  
*The picture shows the lanes of a bowling alley.*

**SAY:** Now we will read about bowling. 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 teenage boy rolling a bowling ball.*  
*The picture shows the lanes of a bowling alley.*  
*The picture shows bowling pins set up and ready to be knocked down.*  
*The picture shows a person rolling a bowling ball.*  
*The picture shows a bowling ball knocking down bowling pins.*  
*The picture shows people of different ages laughing and smiling as they bowl together.*

After the passage has been read,

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



4

**SAY:** How does a player get points in bowling? By moving game pieces?

**POINT TO** the picture of the game pieces for a board game.

**ALT** *The picture shows game pieces for a board game.*

**SAY:** By hitting a target?

**POINT TO** the picture of a target with archery arrows in it.

**ALT** *The picture shows a target with archery arrows in it.*

**SAY:** Or by knocking down pins?

**POINT TO** the picture of a ball knocking down pins.

**ALT** *The picture shows a ball knocking down pins.*

5

**SAY:** Now we will watch a video. Then I will ask you a question. Watch the video.  
There is no sound in this video.

Play the video.

**ALT** [Before the video plays] *The video shows a person rolling a ball down a bowling lane. The ball knocks down some of the pins.*

After the video has played,

**SAY:** What does a player do with the bowling ball?

6

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

**POINT TO** the picture.

**ALT** *The picture shows people of different ages laughing and smiling as they bowl together.*

**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 words tell about bowling?



7

**SAY:** We will read about cats. 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 cat reaching for a ball.  
The picture shows a girl holding up a treat for a cat.

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.

**ALT** The picture shows a girl holding up a treat for a cat.

**ALT** The picture shows a cat riding in an airplane.

**ALT** The picture shows a cat sitting next to an open book.

8

**SAY:** We will read about goat's milk. 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 child standing with a goat and holding a glass of goat's milk.  
The picture shows bars of soap made from goat's milk.

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

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

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

**Passage**

**SAY:** We will read a story titled “First Job Blues.” 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 a grocery store.  
The picture shows avocados.  
The picture shows Carol, the grocery store manager.  
The picture shows Sara working in a grocery store.*

**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 grocery store.  
The picture shows avocados.  
Two pictures are shown. The first picture shows Carol, the grocery store manager. The second picture shows grocery store shelves with bananas, apples, and oranges.  
The picture shows Sara writing down notes about her job.  
The picture shows Sara smiling as she works in a grocery store.*

After the story has been read,

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

**9**

**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 job does Sara have trouble with?

**10**

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





11

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

**SAY:** Listen as I read some sentences from the story. Follow along as I read aloud.

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

**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 “persist”?

12

**SAY:** We will read a story titled “Game Time.” 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 football players on a football field.  
The picture shows a teenage boy smiling in a crowd of football fans.

After the story has been read,

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

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

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

13

**SAY:** We will read a story titled “Sarah in the Garden.” 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 two women working together in a garden.  
The picture shows the sun shining brightly in a sky with a few white clouds.  
The picture shows the two women smiling. The women are holding a planter with flowers.

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.



14

**SAY:** We will read a story titled “Visiting a Mansion.” Follow along as I read aloud. Then I will ask you a question.

**READ** the title aloud and **POINT TO** the picture.

**ALT** *The picture shows a big fence and tall pillars at the beginning of a long driveway to a large house.*

**READ** the story aloud.

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.

### Passage

**SAY:** We will read about Old Faithful. 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 a geyser that shoots steam and water into the air from an underground hot spring.*

**SAY:** Now we will read about Old Faithful. 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 sign for Yellowstone National Park.*  
*The picture shows a geyser that shoots steam and water into the air from an underground hot spring.*  
*The picture shows people gathered to watch an eruption of Old Faithful.*  
*The picture shows a clock with prediction times for the next eruption of Old Faithful.*  
*The picture shows a large eruption of steam and water from Old Faithful.*

After the passage has been read,

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



15

**POINT TO** the picture.

**ALT** *The picture shows a sign for Yellowstone National Park.*

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

16

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

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

**SAY:** Why else does the writer think Old Faithful is fascinating to see?

17

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

**POINT TO** the picture and the chart.

**ALT** *The picture shows a geyser that shoots steam and water into the air from an underground hot spring.*

**POINT TO** the “When” box in the chart.

**SAY:** When Old Faithful erupts, then something happens afterward.

**POINT TO** the “Then” box in the chart.

**SAY:** What happens when Old Faithful erupts?

**POINT TO** and **READ** each option.



18

**SAY:** We will read about Mono Lake. 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 Mono Lake in California.  
The picture shows limestone formations along the shore at Mono Lake.*

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.

### Passage

**SAY:** We will read about cycling. 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 a person riding a bike.*

**SAY:** Now we will read about cycling. 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 person riding a bike.  
The picture shows a man wearing work clothes and a helmet as he rides a bike.  
The picture shows a street with lanes for cars and buses and a lane for cyclists.  
The picture shows a man and a woman riding their bikes.*

After the passage has been read,

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



19

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

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

**SAY:** Why else did the author write this story?

20

**SAY:** Now we will watch a video. Watch the video. Then I will ask you a question.  
There is sound in this video.

Play the video.

**ALT** [Before the video plays] *The video shows a man and a woman talking to each other while cycling on a sidewalk.*

After the video has played,

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

21

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

**POINT TO** the picture and the chart.

**ALT** *The picture shows a man and a woman riding their bikes.*

**POINT TO** the “If” box in the chart.

**SAY:** If more people cycle,

**POINT TO** the first “Then” box in the chart.

**SAY:** Then there is less traffic.

**POINT TO** the blank “Then” box in the chart.

**SAY:** What else happens when more people cycle?

**POINT TO** and **READ** each option.



22

**SAY:** We will read about continuing your education. 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 group of people learning American Sign Language.

The picture shows a teenage girl at a woodworking class.

The picture shows a teenage girl learning to play tennis.

After the passage has been read,

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

**SAY:** What continuing education classes can people choose to join? Write two answers.

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 two answers.

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 two continuing education classes people can choose to join. I will type them on the computer/write them for you [or other wording familiar to the student].

If the student responds with only one continuing education class (correctly or incorrectly),

**SAY:** What is another continuing education class that people can choose to join?

**SCORE** the student using the rubric below.

### Scoring Rubric\*

Score A	Score B	Score C
The student provides two classes that people can choose to join. <b>Examples include:</b> Spanish class / American Sign Language / woodworking class / jewelry class	The student provides only one class that people can choose to join.	The student does not provide any classes that people can choose to join.

\*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 the pufferfish. 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 pufferfish.  
The picture shows a pufferfish with a stretched body that is bigger than normal.*

After the passage has been read,

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

**POINT TO** the picture.

**ALT** *The picture shows a pufferfish with a stretched body that is bigger than normal.*

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

**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 do we know this?



24

**SAY:** We will read about the California pitcher plant and then watch a video. Follow along as I read aloud.

**READ** the title aloud and **POINT TO** the picture.

**READ** the passage aloud.

**ALT** *The picture shows a California pitcher plant.*

After the passage has been read,

**SAY:** We have finished reading. Now we will watch a video. There is no sound in this video. Watch the video.

Play the video.

**ALT** *The video shows a bug landing on the California pitcher plant. The bug enters the plant's opening and then falls into the plant's long tube.*

After the video has played,

**SAY:** 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 helps the California pitcher plant trap bugs?

25

**SAY:** We will read about an animal called a platypus. 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 platypus.  
The picture shows the face of a platypus.*

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.

— End of test —





## Administration Scripts for Mathematics Practice Test Questions

1

**POINT TO** the graph.

**SAY:** This line graph shows how many tables are needed for different numbers of students.

**ALT** The picture shows a graph of a line with 2 points on the line. The points are (2, 1) and (4, 2). The line keeps going up to the right and passes through (6, 3) and (8, 4).

**POINT TO** each corresponding point.

**SAY:** 2 students need 1 table. 4 students need 2 tables.

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

2

**SAY:** Look at this set of numbers.

**READ** and **POINT TO** each number in the set.

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

3

**SAY:** A teacher gave 3 cookies to each of his students. Altogether, the teacher gave 27 cookies to students.

**POINT TO** the equation.

**SAY:**  $3 \times \text{a number} = 27$ .

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

**4**

**POINT TO** the table.

**SAY:** A student went on a hiking trip. The student hiked 3 miles each hour.

**POINT TO** each corresponding row.

**SAY:** In 1 hour, the student hiked 3 miles. In 2 hours, the student hiked 6 miles. The number of miles the student hiked in 3 hours is not shown. In 4 hours, the student hiked 12 miles. The number of miles the student hiked in 5 hours is not shown.

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.

**5**

**POINT TO** the table.

**SAY:** Look at this table. This table shows the number of sheets of different colors of copy paper.

**POINT TO** each corresponding row of the table.

**SAY:** White paper, 50 sheets. Green paper, 45 sheets. Pink paper, 30 sheets.

**POINT TO** the bar graph.

**SAY:** This bar graph matches the table.

**POINT TO** the bar for “Green.”

**SAY:** There are 45 sheets of green paper, so the bar for “Green” goes to 45.

**READ** the question.

**SAY:** Choose the correct labels and drag them to the boxes.

**POINT TO** the first bar on the graph.

**SAY:** This bar goes to 50. Which label should be used for this bar?

**READ** and **POINT TO** each option.

**POINT TO** the third bar on the graph.

**SAY:** This bar goes to 30. Which label should be used for this bar?

**READ** and **POINT TO** each option.

**6**

**POINT TO** the picture.

**SAY:** Look at this rectangle.

**POINT TO** each corresponding dimension.

**SAY:** The length is 9 feet. The width is 5 feet.

Part A

**READ** the item.

**POINT TO** the second formula.

**SAY:** 1 foot = 12 inches.

**POINT TO** the box.

**SAY:** Enter your answer in the box.

Part B

**READ** the item.

**POINT TO** the first formula.

**SAY:** 1 yard = 3 feet.

**READ** and **POINT TO** each option.

**7**

**READ** the question.

**SAY:** Choose the correct math problems and drag them to the boxes.

**POINT TO** the first picture.

**SAY:** 4 batteries + what = 8 batteries?

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

**POINT TO** the second picture.

**SAY:** 4 pencils + what = 12 pencils?

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



8

**POINT TO** the picture.

**ALT** *The picture shows a right triangle.*

**SAY:** Choose the part of the triangle that is a right angle.

**POINT TO** the corner that is labeled 90 degrees.

**SAY:** Is it this part?

**ALT** *This part of the triangle is a corner that is labeled 90 degrees.*

**POINT TO** the longest side of the triangle.

**SAY:** Or is it this part?

**ALT** *This part of the triangle is the longest side of the triangle.*

9

**POINT TO** the table.

**SAY:** Look at this table. The table shows how many inches are in different numbers of feet.

**POINT TO** each corresponding row of the table.

**SAY:** 1 foot is equal to 12 inches. 2 feet are equal to 24 inches. 3 feet are equal to 36 inches.

**POINT TO** the desk.

**SAY:** This desk is 2 feet wide.

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.



10

**POINT TO** the table.

**SAY:** This table shows how many boxes of paper students recycled on Monday and Tuesday.

**POINT TO** each row of the table.

**SAY:** On Monday, the students recycled 2 boxes of paper. On Tuesday, the students recycled 5 boxes of paper.

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

11

**READ** the item.

**POINT TO** each option.

**SAY:** Is it the first choice?

**ALT** The first choice shows 5 rows of 5 circles.

**SAY:** The second choice?

**ALT** The second choice shows 4 rows of 4 circles.

**SAY:** Or the third choice?

**ALT** The third choice shows 3 rows of 3 circles.



12

**POINT TO** the table.

**SAY:** Look at this table. This table shows the total sales for each month.

**POINT TO** each corresponding row of the table.

**SAY:** “January,” \$150. “February,” \$200. “March,” \$150. “April,” \$250. “May,” \$100.

**READ** the direction.

**POINT TO** the bar for “January.”

**SAY:** The sales were \$150 in January, so the bar for “January” goes to 150.

**POINT TO** the bar for “February.”

**SAY:** The sales were \$200 in February, so the bar for “February” goes to 200.

**POINT TO** the bar for “April.”

**SAY:** The sales were \$250 in April, so the bar for “April” goes to 250.

**POINT TO** the space for “March.”

**SAY:** What number should the bar for “March” go to?

**POINT TO** the space for “May.”

**SAY:** What number should the bar for “May” go to?

13

**READ** the item.

**POINT TO** the box.

**SAY:** Choose the correct number and drag it to the box.

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



14

**POINT TO** the picture.

**SAY:** Look at this cube. The volume of the cube is 64 cubic inches.

Part A

**POINT TO** the picture.

**SAY:** Here is the top of the cube.

**POINT TO** each corresponding dimension.

**SAY:** The length is not shown. The width is 4 inches.

**SAY:** The area of the top of the cube is 16 square inches.

**POINT TO** the equation.

**SAY:** A missing number  $\times 4 = 16$ .

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

Part B

**READ** the item.

**POINT TO** the math problem.

**SAY:**  $4 \times \text{a missing number} = 64$ .

**SAY:** Choose the correct number and drag it to the box.

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



15

**SAY:** Look at this graph. This graph shows the distance a person traveled each hour.

**POINT TO** each corresponding point on the graph.

**SAY:** In 1 hour, the person traveled 20 miles. In 2 hours, the person traveled 40 miles. In 3 hours, the person traveled 60 miles. In 4 hours, the person traveled 80 miles. In 5 hours, the person traveled 100 miles.

**POINT TO** the table.

**SAY:** This table is based on the graph.

**POINT TO** each corresponding row of the table.

**SAY:** 1 hour, 20 miles. 2 hours, 40 miles. The number of miles for 3 hours is missing. 4 hours, 80 miles. 5 hours, 100 miles.

**READ** the question.

**POINT TO** the box.

**SAY:** Enter your answer in the box.

16

**POINT TO** the table.

**SAY:** This table shows the type and number of pets at home.

**POINT TO** each corresponding row of the table.

**SAY:** “Dogs,” 3. “Cats,” 2. “Fish,” 4.

**READ** the rest of the item.

**POINT TO** the box on the bottom of the graph.

**SAY:** This axis shows “Dogs,” “Cats,” and “Fish.” What is the label for this axis?

**READ** and **POINT TO** each option.

**POINT TO** the box on the side of the graph.

**SAY:** This axis shows “1,” “2,” “3,” and “4.” What is the label for this axis?

**READ** and **POINT TO** each option.





17

**READ** the item.

**SAY:** Choose the correct numbers to make the math problem.

**POINT TO** the first empty box.

**SAY:** Which number goes at the beginning of the math problem?

**POINT TO** each option.

**SAY:** Is it 5 minus a number?

12 minus a number?

Or 17 minus a number?

**POINT TO** the second empty box.

**SAY:** Which number goes at the end of the math problem?

**READ** the full equation with the student's selection for the beginning of the math problem inserted and then each remaining option at the end of the math problem.

18

**POINT TO** the picture.

**SAY:** Look at these triangles.

**ALT** The picture shows a large right triangle and a small right triangle.

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



19

**POINT TO** the table.

**SAY:** This table shows that when the temperature is higher, people buy more ice-cream cones.

**POINT TO** each row of the table.

**SAY:** When the temperature was  $35^{\circ}$ , 20 cones were sold. When the temperature was  $70^{\circ}$ , 50 cones were sold. We do not know how many cones were sold when the temperature was  $95^{\circ}$ . When the temperature was  $100^{\circ}$ , 190 cones were sold.

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.

20

**POINT TO** the picture.

**SAY:** Look at this picture. This is a rectangle.

**POINT TO** each corresponding dimension.

**SAY:** The length is 3 inches. The width is not shown. The area is 6 square inches.

Part A

**POINT TO** each corresponding formula.

**SAY:**  $\text{Area} = L \times W$ . For this rectangle,  $6 = 3 \times$  a missing number.

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

Part B

**SAY:** The area of a different rectangle is 16 square inches. The length is 4 inches.

**POINT TO** the formula.

**SAY:**  $16 = 4 \times$  a missing number.

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



21

**POINT TO** the picture.

**SAY:** This picture shows  $3^2$ .

**ALT** The picture shows 3 rows with 3 stars in each row.

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

22

**SAY:** Look at this set of numbers.

**READ** and **POINT TO** each number in the set.

**READ** the question and **POINT TO** the box.

**SAY:** Enter your answer in the box.

23

**POINT TO** each corresponding part of the equation.

**SAY:** A student has 120 yellow cards and some blue cards. The student has a total of 183 cards.

**POINT TO** the equation as a whole.

**SAY:**  $120 + \text{a missing number} = 183$ .

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



24

**POINT TO** the table.

**SAY:** Look at this table. This table shows points on a graph. When  $x$  is 3,  $y$  is 1. When  $x$  is 6,  $y$  is 2. When  $x$  is 9,  $y$  is 3.

**SAY:** The points from the table are shown on the graph. There is an extra point.

**ALT** The picture shows a graph. There are 4 points. A line goes through the points (3, 1), (6, 2), and (9, 3). The point (2, 6) is above the line.

**READ** the direction.

**POINT TO** each option.

**SAY:** Is it (2, 6)?

Is it (3, 1)?

Is it (6, 2)?

Or is it (9, 3)?

25

**POINT TO** the table.

**SAY:** Look at this table. It shows the cost to buy different numbers of cans of paint.

**POINT TO** each corresponding row of the table.

**SAY:** 1 can of paint costs \$2. 2 cans of paint cost \$4. 3 cans of paint cost \$6. 4 cans of paint cost \$8.

Part A

**SAY:** How much do 3 cans of paint cost?

**SAY:** Is it \$1 or \$6?

Part B

**POINT TO** the last row of the table.

**SAY:** The last row of the table has a question mark for the number of cans that cost \$10.

**SAY:** How many cans of paint cost \$10?

**SAY:** Is it 5 or 20?

— End of test —

This page is intentionally left blank.

# Appendices

---

## Appendix A: Graphics Attributions

---

© Alf Ribeiro/Dreamstime.com, © Alptraum/Dreamstime.com,  
© Andriy Blokhin/Shutterstock.com, © Anna Kepa/Shutterstock.com,  
© asiseit/iStockphoto # 37136774, © El Greco/Shutterstock.com,  
© Iryna Imago/Shutterstock.com, © iStock.com/:monkeybusinessimages, © iStock.com/33ft,  
© iStock.com/3drenderings, © iStock.com/abalcazar, © iStock.com/ablokhin,  
© iStock.com/adventtr, © iStock.com/ake1150sb, © iStock.com/alexei\_tm,  
© iStock.com/bernardbodo, © iStock.com/Bill Oxford, © iStock.com/BirdofPrey,  
© iStock.com/cajoer, © iStock.com/csfotoimages,  
© iStock.com/davidhoffmannphotography, © iStock.com/DecNui,  
© iStock.com/FabVietnam\_Photography, © iStock.com/format35,  
© iStock.com/HildaWeges, © iStock.com/jane, © iStock.com/JayLazarin,  
© iStock.com/jgroup, © iStock.com/JurgaR, © iStock.com/kali9,  
© iStock.com/kimberrywood, © iStock.com/kwiktor, © iStock.com/leezsnow,  
© iStock.com/microgen, © iStock.com/monkeybusinessimages, © iStock.com/MoreISO,  
© iStock.com/ollo, © iStock.com/pixelfit, © iStock.com/Purdue9394,  
© iStock.com/RonTech2000, © iStock.com/RyanJLane, © iStock.com/sbayram,  
© iStock.com/SDI Productions, © iStock.com/selimaksan, © iStock.com/serts,  
© iStock.com/SeventyFour, © iStock.com/sharrocks, © iStock.com/shironosov,  
© iStock.com/skynesher, © iStock.com/stellalevi, © iStock.com/sturti,  
© iStock.com/tarasov\_vl, © iStock.com/Tnymand, © iStock.com/volk65,  
© iStock.com/Wavebreakmedia, © iStock.com/YinYang, © jiangdi/Shutterstock.com,  
© Joseph Helfenberger/Dreamstime.com, © Katarzyna Bialasiewicz/Dreamstime.com,  
© Lilyling1982/Dreamstime.com, © LordRunar/iStockphoto # 6634966,  
© Lucky Business/Shutterstock.com, © Mariusz Blach/Dreamstime.com,  
© Meinzahn/Dreamstime.com, © Mira Agron/Dreamstime.com,  
© MyraMyra/Shutterstock.com, © Myrsidea/Shutterstock.com,  
© Natalya Tyugashova/Dreamstime.com, © Onishchenko Natalya/Shutterstock.com,  
© PARFENOV1976/Shutterstock.com, © Photo Spirit/Shutterstock.com,  
© Phovoir/Shutterstock.com, © Serdar601/Dreamstime.com,  
© Sirichai Puangsuwan/Shutterstock.com, © Steve Collender/Shutterstock.com,  
© tdee photo cm/Shutterstock.com, © ukmng/Shutterstock.com