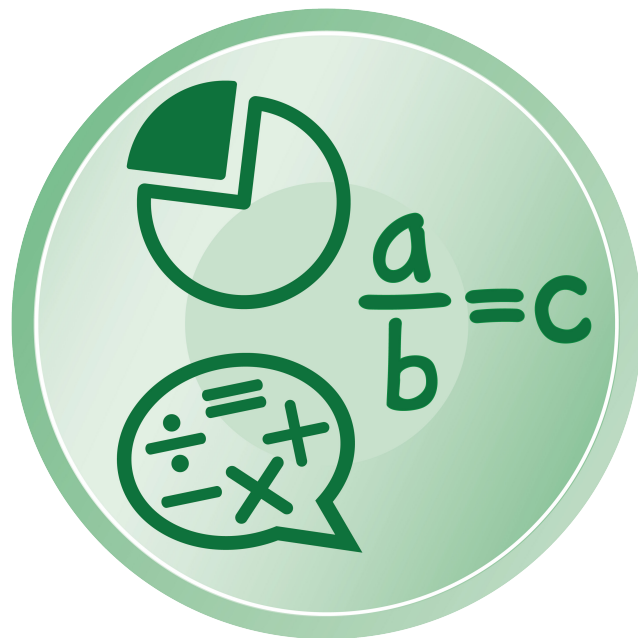


California Alternate Assessment

California Assessment of Student
Performance and Progress



English Language Arts/Literacy and Mathematics Directions for Administration



Grade 3, 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](#).

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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 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
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 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	3×2	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
²	3^2	three squared
-	-2	negative two
³	2^3	two cubed
°	5°	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	https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/
CAASPP and ELPAC Manuals Library web page	https://ca-toms-help.ets.org/
CAASPP & ELPAC Website	https://www.caaspp-elpac.org/
<i>CAASPP Online Test Administration Manual</i>	https://ca-toms-help.ets.org/caaspp-otam/
California Alternate Assessments (CAAs) web page	https://www.caaspp-elpac.org/assessments/caaspp/caa/
Contact Us web page	https://www.caaspp-elpac.org/help/contact
Get Answers web page	https://www.caaspp-elpac.org/help/get-answers
<i>How to Access a Practice or Training Test Through the Student Interface</i> web document	https://www.caaspp-elpac.org/s/docs/qrgaccesspracticetest.pdf
<i>How to Administer a Practice or Training Test with a Session ID</i> web document	https://www.caaspp-elpac.org/s/docs/qrgadministertest.pdf
Practice and Training Tests web page	https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/
Practice and Training Tests Overview video	https://www.youtube.com/watch?v=FYKtfd8bmyo
Practice and Training Tests Resources web page	https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/practice-and-training-resources/
Success Agent Lookup web page	https://www.caaspp-elpac.org/help/success-agent-lookup
Test Operations Management System (TOMS)	https://mytoms.ets.org/

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Administration Scripts for ELA Practice Test Questions

Passage

SAY: We will read about rainbows. 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 rainbow with many different colors.
The picture shows the Sun in the sky.
The picture shows a drop of water.*

SAY: Now we will read about rainbows. 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 *Two pictures are shown. The first picture shows the Sun in the sky.
The second picture shows a drop of water.
The picture shows the Sun and arrows moving away from the Sun toward a drop of water. Then, arrows of different colors move away from the drop of water.
The picture shows a colorful rainbow across a sunny sky.*

After the passage 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 box containing the item options.

ALT *Three parts are shown. The first part shows two sentences from the story. The second part shows a picture from the story of the Sun and a drop of water. The third part shows another sentence from the story.*

SAY: Which part shows the picture? This part?

POINT TO the first box that shows two sentences.

ALT *This part shows two sentences from the story.*

SAY: This part?

POINT TO the picture.

ALT *This part shows a picture from the story of the Sun and a drop of water.*

SAY: Or this part?

POINT TO the last box that shows a sentence from the story.

ALT *This part shows a sentence from the story.*

3

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



4

SAY: We will read a story titled “Taking Turns.” 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 Two pictures are shown. The first picture shows Abby hiding behind a tree. The second picture shows Lacey hiding behind a tree.

The picture shows Abby and Lacey playing hide-and-go-seek. Abby is hiding behind a tree while Lacey covers her eyes.

The picture shows Lacey hiding behind a tree while Abby covers her eyes.

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.

5

SAY: We will read a story titled “Judy’s Hamster.” 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 furry hamster in Judy’s hand.

The picture shows a furry hamster eating.

After the story has been read,

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

POINT TO the picture.

ALT The picture shows a furry hamster in Judy’s hand.

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 about the hamster?



6

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

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

ALT *The picture shows Hannah and her family carrying boxes into their new home.*

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.

7

SAY: We will watch a video and then read about helping around the house.

SAY: Watch the video. There is no sound in this video.

Play the video.

ALT *The video shows three scenes. First, a person folds a shirt and puts it in a drawer. Next, a person puts out a bowl of food for a kitten to eat. Last, a person dries a dish with a cloth.*

After the video has played,

SAY: Now we will read about helping around the house.

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

ALT *The picture shows a boy putting toys in a basket.
The picture shows a girl feeding a dog.
The picture shows a boy washing dishes.*

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 is another way you can help around the house?



8

SAY: We will read a story titled “The Flower Sale.” 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 students holding flowers.*
The picture shows students reading a book.
The picture shows a student in a swing.

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.

ALT *The picture shows plates and cups.*

ALT *The picture shows coins.*

ALT *The picture shows a pencil.*

ALT *The picture shows a dollar bill.*

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

SAY: Which other picture shows money?

9

SAY: We will watch a video. Then I will ask you a question. The video shows a family paddling a narrow boat on the water. Watch the video.

Play the video.

After the video has played,

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

**Passage**

SAY: We will read about types of rabbits. 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 rabbit with short fur.*

SAY: Now we will read about types of rabbits. 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 *Two pictures are shown. The first picture shows a rabbit with short fur. The second picture shows a very fluffy rabbit with long fur.*
Two pictures are shown. The first picture shows a rabbit with ears that flop down. The second picture shows a rabbit with ears that stick up straight.
The picture shows a big rabbit and a little rabbit.

After the passage has been read,

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



10

Part A

POINT TO the box containing the item options.

ALT *Three parts are shown. The first part shows the words “Types of Rabbits.” The second part shows sentences about rabbits. The last part shows two pictures of rabbits.*

SAY: Where is the title? Is the title this part?**POINT TO** the words “Types of Rabbits.”

ALT *This part shows the words “Types of Rabbits.”*

SAY: This part?**POINT TO** the sentences.

ALT *This part shows sentences about rabbits.*

SAY: Or this part?**POINT TO** the pictures of rabbits.

ALT *This part shows pictures of rabbits.*

Part B

SAY: Which picture is in the story? This picture?**POINT TO** the picture of the rabbit.

ALT *The picture shows a rabbit.*

SAY: This picture?**POINT TO** the picture of the turtle.

ALT *The picture shows a turtle.*

SAY: Or this picture?**POINT TO** the picture of the fish.

ALT *The picture shows a fish.*



11

SAY: Look at the picture. Which word matches this rabbit?

ALT The picture shows a big rabbit and a little rabbit. There is an arrow pointing to the big rabbit.

POINT TO the larger rabbit.

POINT TO but **DO NOT LABEL** each option.

SAY: This word?

POINT TO the word “small.”

ALT The word “small” is shown.

SAY: This word?

POINT TO the word “large.”

ALT The word “large” is shown.

SAY: Or this word?

POINT TO the word “barks.”

ALT The word “barks” is shown.



12

SAY: Now I will ask you one more question about what we read. You will sort pictures into a chart.

POINT TO the chart.

SAY: This chart shows two types of ears that rabbits and other animals may have. Animals with ears that are floppy belong in this column.

POINT TO the column labeled “Ears That Are Floppy.”

ALT *The picture shows a rabbit with ears that flop down.*

POINT TO the blank box under the picture of the rabbit with ears that flop down.

SAY: Which other animal belongs in this column? A fox?

POINT TO the option labeled “Fox.”

SAY: A dog?

POINT TO the option labeled “Dog.”

SAY: Or a fish?

POINT TO the option labeled “Fish.”

SAY: Animals with ears that stick up belong in this column.

POINT TO the column labeled “Ears That Stick Up.”

ALT *The picture shows a rabbit with ears that stick up.*

POINT TO the blank box under the picture of the rabbit with ears that stick up.

SAY: Which other animal belongs in this column? A fox?

POINT TO the option labeled “Fox.”

SAY: A dog?

POINT TO the option labeled “Dog.”

SAY: Or a fish?

POINT TO the option labeled “Fish.”

Allow the student to change the response.



13

SAY: We will read a story titled “Pizza Night.” 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 sitting at a table with a plate of pizza in front of her. She looks upset.*

The picture shows Maggie smiling as she sits at a table. There is a hamburger on the plate in front of her.

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 “Class Jobs.” 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 Jon’s hand near a light switch on a wall.*

The picture shows Jon erasing the writing on a board in a classroom.

The picture shows Jon cleaning a table with a cloth.

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: Which other class job does Jon like to do?



15

SAY: We will read a story titled “Philip Wants Blocks.” 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 Philip looking sad.
The picture shows Philip holding out his hand and smiling.
The picture shows Philip playing with blocks.*

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.

16

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

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

ALT *The picture shows a sequoia tree next to an apple tree and an oak tree. The sequoia tree is much taller than the other two trees.*

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.



17

SAY: We will read about clothes you wear when it is cold outside. 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 boy putting on his hat outside.
The picture shows a boy dressed in a coat, hat, and scarf.

After the passage has been read,

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

POINT TO the chart.

SAY: This chart is titled “Cold-Weather Clothes.” A scarf is something you might wear when it is cold outside.

POINT TO the picture of the scarf in the chart.

SAY: We need to add another picture to the chart that shows clothes for cold weather.

POINT TO the blank box in the chart.

SAY: What else do you put on when it is cold outside? Which picture completes the chart? The shorts?

POINT TO the picture of the shorts.

ALT The picture shows a pair of shorts.

SAY: The flip-flops?

POINT TO the picture of the flip-flops.

ALT The picture shows a pair of flip-flop sandals.

SAY: Or the hat?

POINT TO the picture of the hat.

ALT The picture shows a hat.



18

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

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

ALT *The picture shows knitting needles and yarn.*

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.

ALT *The picture shows a shoe.*

ALT *The picture shows knitting needles and yarn.*

ALT *The picture shows a scarf.*



19

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

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

ALT *The picture shows Nick and his dad playing soccer.*

After the story has been read,

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

POINT TO the picture in the item.

ALT *The picture shows Nick and his dad with a soccer ball.*

SAY: Which words should we add to the end of the story? Finish the sentences.

POINT TO the first sentence.

SAY: The first sentence says, “Nick and his dad ‘blank’.”

POINT TO the blank yellow box in the first sentence.

SAY: Nick and his dad rest in the shade?

POINT TO the words “rest in the shade.”

SAY: Or, Nick and his dad go on a trip?

POINT TO the words “go on a trip.”

POINT TO the second sentence.

SAY: The second sentence says, “Then Nick and his dad ‘blank’.”

POINT TO the blank blue box in the second sentence.

SAY: Nick and his dad plant flowers?

POINT TO the words “plant flowers.”

SAY: Or, Nick and his dad drink water?

POINT TO the words “drink water.”

**Passage**

SAY: We will read a story titled “Ty Goes Fishing.” First let’s read vocabulary from the story.

Proceed to the Vocabulary Preview.

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

ALT *The picture shows a fishing pole.*

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 fishing pole, a fishing supply box, a lunch, and a bottle.*

The picture shows Ty fishing.

The picture shows Ty holding his fishing pole.

After the story has been read,

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



20

POINT TO the picture.

ALT The picture shows Ty holding his fishing pole.

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

21

POINT TO the picture.

ALT The picture shows a lunch.

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

22

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

POINT TO the word in the text box.

SAY: Read this word.

POINT TO each letter in the word.

SAY: F-I-S-H. Which picture matches this word?

POINT TO but **DO NOT NAME** each option.

SAY: This picture?

ALT The picture shows a duck.

SAY: This picture?

ALT The picture shows a fish.

SAY: Or this picture?

ALT The picture shows a shoe.



23

SAY: We will read a story titled “A Walk in the Park.” Follow along as I read aloud.

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

ALT *The picture shows Carlos with his brother and sisters outside at the park.*

The picture shows a red leaf on the ground.

The picture shows smooth stones on the ground.

The picture shows a sunny park with grass, trees, and leaves.

After the story has been read,

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

SAY: Listen as I read sentences about what Carlos sees at the park. There are words missing from each sentence.

ALT *The picture shows Carlos with his brother and sisters outside at the park.*

POINT TO the first sentence.

SAY: This sentence says, “At the park, Carlos sees a ‘blank.’”

POINT TO the blank yellow box.

SAY: At the park, does Carlos see a red leaf?

POINT TO the option with the words “red leaf.”

SAY: Or does Carlos see a bird nest?

POINT TO the option with the words “bird nest.”

POINT TO the second sentence.

SAY: The next sentence says, “He also sees ‘blank.’”

POINT TO the blank blue box.

SAY: Does Carlos also see animals eating?

POINT TO the option with the words “animals eating.”

SAY: Or does Carlos also see smooth stones?

POINT TO the option with the words “smooth stones.”



24

SAY: We will read about bikes. Follow along as I read aloud. Then I will ask you questions.

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

ALT The picture shows a bike. There are labels in the picture that show the parts of the bike.

After the passage has been read,

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

Part A

POINT TO the box containing the item options.

ALT Three parts are shown. The first part shows the word “Bikes.” The second part shows sentences from what we read. The third part shows a picture of a bike with labels that show the parts of the bike.

SAY: Which part shows labels? This part?

POINT TO the word “Bikes.”

ALT This part shows the word “Bikes.”

SAY: This part?

POINT TO the sentences.

ALT This part shows sentences from what we read.

SAY: Or this part?

POINT TO the picture of the bike.

ALT This part shows a picture of a bike.

Part B

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



25

SAY: We will read a story titled “Cookie 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 Adam and his mother putting cookies in the oven to bake.*
The picture shows Adam pressing the dough with a rolling pin.
The picture shows Adam’s hands shaping dough into a small ball.
The picture shows Adam and his mother putting cookies in the oven to bake.

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 does “rolls” mean as it is used in the story?

— End of test —



Administration Scripts for Mathematics Practice Test Questions

1

POINT TO the table.

SAY: Look at this table. The table shows favorite book subjects of some students.

POINT TO each corresponding row of the table.

SAY: “Animals” had 5 votes. “Science” had 3 votes. “History” had 2 votes.

Part A

READ the question.

POINT TO each option.

SAY: Is it the first choice?

ALT The first choice is a pictograph. There are 5 books above “Animals.” There are 2 books above “Science.” There are 3 books above “History.”

SAY: Or the second choice?

ALT The second choice is a pictograph. There are 5 books above “Animals.” There are 3 books above “Science.” There are 2 books above “History.”

Part B

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

2

POINT TO the picture.

SAY: This picture shows 3 times 2.

ALT The picture shows 3 rows of 2 shirts.

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

SAY: Choose the correct answer.



3

POINT TO the table.

SAY: Look at this table. This table shows the numbers of some favorite animals at a zoo.

POINT TO each corresponding row.

SAY: Birds, 8. Fish, 4. Monkeys, 3. Giraffes, 6.

READ the direction.

POINT TO the bar for “Fish.”

SAY: The bar for “Fish” is already completed. There are 4 fish at the zoo, so the bar goes to 4.

POINT TO the bar for “Monkeys.”

SAY: The bar for “Monkeys” is already completed. There are 3 monkeys at the zoo, so the bar goes to 3.

POINT TO the space for “Birds.”

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

POINT TO the space for “Giraffes.”

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

4

SAY: There are 3 students. A teacher gave each student 4 markers.

Part A

READ the question.

POINT TO each option.

SAY: Is it the first choice?

ALT The first choice is a picture of 3 students. There are 4 markers under each student.

SAY: Or is it the second choice?

ALT The second choice is a picture of 1 student. There is a group of 4 markers and a group of 3 markers under the student.

Part B

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



5

POINT TO the picture.

SAY: This picture shows fractions in a number sentence.

POINT TO each corresponding fraction.

SAY: $\frac{3}{6}$.

ALT The picture shows a circle split into 6 equal parts. 3 of the parts are shaded. The circle is labeled " $\frac{3}{6}$."

SAY: $\frac{2}{6}$.

ALT The picture shows a circle split into 6 equal parts. 2 of the parts are shaded. The circle is labeled " $\frac{2}{6}$."

READ the direction.

POINT TO each option.

SAY: Is $\frac{3}{6}$ less than $\frac{2}{6}$?

Is $\frac{3}{6}$ equal to $\frac{2}{6}$?

Or is $\frac{3}{6}$ greater than $\frac{2}{6}$?

6

READ the item.

POINT TO each option.

SAY: Is it the first choice?

ALT The first choice shows a rectangle with 2 parts of different sizes.

SAY: Is it the second choice?

ALT The second choice shows a rectangle with 3 parts of different sizes.

SAY: Or is it the third choice?

ALT The third choice shows a rectangle with 8 parts. Each part is the same size.



7

READ the question.

POINT TO each option.

SAY: Is it the first choice?

ALT The first choice shows a rectangle split into 4 rows of 4 squares.

SAY: The second choice?

ALT The second choice shows a rectangle split into 2 rows of 4 squares.

SAY: Or the third choice?

ALT The third choice shows a rectangle split into 3 rows of 4 squares.

8

POINT TO the picture.

SAY: A group of 5 students each chose 2 books.

ALT The picture shows 5 students. There are 2 books under each student.

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

Part A

POINT TO the picture.

ALT *The picture shows a rectangle split into 2 equal parts, with 1 part shaded.*

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

Part B

POINT TO the picture.

ALT *The picture shows a rectangle split into 8 equal parts, with 4 parts shaded.*

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

10

POINT TO the picture.**SAY:** Here is a picture of 2 pencils.**READ** the question and options, and **POINT TO** each option as it is read.

11

Part A

POINT TO the picture.

ALT *The picture shows 9 circles. 3 of the circles are crossed out.*

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.



12

POINT TO the picture.

SAY: This shows $\frac{3}{4}$.

ALT The picture shows a shape split into 4 equal parts with 3 parts shaded.

READ the question.

POINT TO each option.

SAY: Is it the first choice?

ALT The first choice shows a shape split into 4 equal parts with 3 parts shaded.

SAY: Or is it the second choice?

ALT The second choice shows a shape split into 4 equal parts with 2 parts shaded.

13

POINT TO the table.

SAY: This table shows the numbers of different kinds of birds seen in a park.

POINT TO each row of the table.

SAY: There were 8 robins, 4 owls, and 5 blue jays.

POINT TO the graph.

SAY: This graph also shows the numbers of different kinds of birds seen in the park. One bar is already shown on the graph.

ALT The picture shows a bar graph titled “Birds Seen.” The bar for “Robin” goes to 8. The bar for “Owl” is blank. The bar for “Blue Jay” is blank.

READ the direction.

POINT TO the bar for “Robin.”

SAY: There were 8 robins. The bar for “Robin” goes to 8.

POINT TO the bar for “Owl.”

SAY: How high should the bar for “Owl” go?

POINT TO the bar for “Blue Jay.”

SAY: How high should the bar for “Blue Jay” go?



14

READ the question.

POINT TO each option.

SAY: Is it the first choice?

ALT *The first choice shows a rectangle split into 4 parts that are not the same.*

SAY: The second choice?

ALT *The second choice shows a rectangle split into 4 parts that are the same.*

SAY: Or the third choice?

ALT *The third choice shows a rectangle split into 4 parts that are not the same.*

15

POINT TO the chart.

SAY: Look at the place value chart. This chart shows the number 38.

POINT TO the tens.

SAY: There are 3 tens. 10, 20, 30.

POINT TO the ones.

SAY: There are 8 ones. 31, 32, 33, 34, 35, 36, 37, 38.

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

16

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



17

READ the question.

POINT TO each option.

SAY: Is it the first choice?

ALT *The first choice shows 1 triangle, 2 stars, 1 triangle, 2 stars, 1 triangle, and 2 stars.*

SAY: Or the second choice?

ALT *The second choice shows a square, a triangle, a circle, a trapezoid, a star, a rectangle, and a pentagon.*

18

POINT TO the picture.

SAY: Look at the square.

ALT *The picture shows a square split into equal parts. 2 parts are shaded. 2 parts are unshaded.*

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.



19

POINT TO the rectangle.

SAY: Look at the rectangle. It has a length of 6 inches and a width of 3 inches.

ALT *There is a picture of a rectangle split into 3 rows, with 6 squares in each row.*

SAY: What is the area? Enter your answer in the box.

20

POINT TO the table.

SAY: Look at this table. This table shows a number pattern.

POINT TO each corresponding row.

SAY: When the starting number is 1, the ending number is 6. When the starting number is 2, the ending number is 12. When the starting number is 3, the ending number is 18. When the starting number is 4, the ending number is 24.

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

21

Part A

READ the question.

POINT TO the picture.

ALT *The picture shows a circle split into 8 equal parts. 3 of the parts are shaded.*

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

Part B

READ the question.

POINT TO the picture.

ALT *The picture shows a circle split into 3 equal parts. 1 of the parts is shaded.*

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



22

READ the question.

POINT TO each option.

SAY: Is it the first choice?

ALT *The first choice shows a rectangle with the inside shaded.*

SAY: Or the second choice?

ALT *The second choice shows a rectangle with the border shaded.*

23

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

24

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

25

SAY: Jane has 6 crayons. Mike has 3 crayons.

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.

— End of test —

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Appendices

Appendix A: Graphics Attributions

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