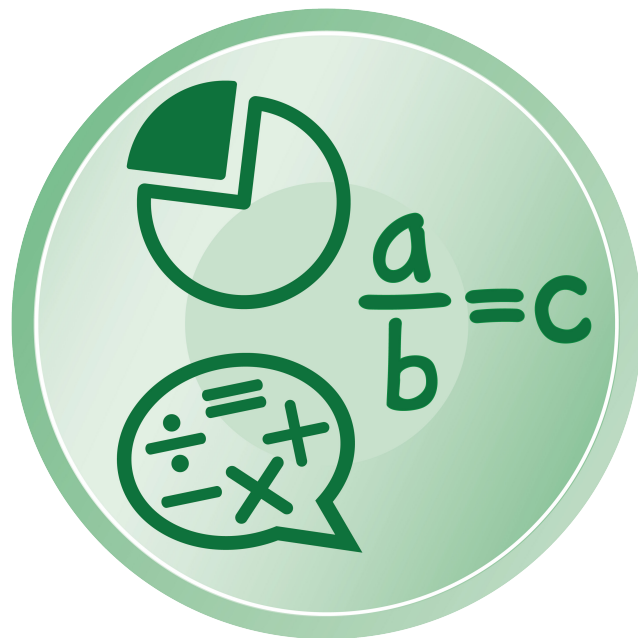


# California Alternate Assessment

California Assessment of Student  
Performance and Progress



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



Grade 4, Practice Test 

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## CAAs for ELA and Mathematics Administration Notes

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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

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

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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

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- [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.)

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

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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

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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.)

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## Student Engagement

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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

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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>

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## Administration Scripts for ELA Practice Test Questions

### Passage

**SAY:** We will read a story titled “A Class Trip to Lava Beds.” 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 boy named Chris.*  
*The picture shows a volcano.*  
*The picture shows a man named Mr. Baker. He is a guide who teaches visitors about the park.*  
*The pictures show lines and shapes carved into rocks.*

**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 Chris.*  
*The picture shows a volcano.*  
*The picture shows Mr. Baker.*  
*The pictures show lines and shapes carved into rocks.*

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.

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

**SAY:** Who else is in the story?

2

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



3

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

**SAY:** Look at these pictures from the story.

**POINT TO** the pictures of the rock carvings.

**ALT** *The pictures show lines and shapes carved into rocks.*

**SAY:** Which word matches the pictures? This word?

**POINT TO** the word “hills.”

**ALT** *The word “hills” is shown.*

**SAY:** This word?

**POINT TO** the word “guide.”

**ALT** *The word “guide” is shown.*

**SAY:** Or this word?

**POINT TO** the word “carvings.”

**ALT** *The word “carvings” is shown.*

**Passage**

**SAY:** We will read a story titled “The 100th Day of School.” First let’s read vocabulary from the story.

Proceed to the Vocabulary Preview.

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

**ALT** *The picture shows a calendar with the number 100 written on one of the days.*

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

Proceed to the story.

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

**ALT** *The picture shows a calendar with the number 100 written on one of the days.*  
*The picture shows Leo wearing a hat with the number 100 on it.*

After the story 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.

**ALT** *The picture shows a group of children smiling and singing.*

**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 Leo’s day?



7

**SAY:** We will read about all kinds of apples. Follow along as I read aloud. Then I will ask you a question.

**POINT TO** the box containing the item. Then **POINT TO** the title.

**SAY:** This story is called “All Kinds of Apples.”

**POINT TO** the picture of the apples.

**ALT** The picture shows different kinds of apples.

**POINT TO** the sentences.

**SAY:** Apples are fruit that grows on trees. They come in many different colors.

After the sentences have been read,

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

**POINT TO** the item.

**SAY:** Which part shows the name of the story? This part?

**POINT TO** the words “All Kinds of Apples.”

**ALT** This part shows the words “All Kinds of Apples.”

**SAY:** This part?

**ALT** This part shows a picture of different kinds of apples.

**SAY:** Or this part?

**ALT** This part shows sentences that say, “Apples are fruit that grows on trees. They come in many different colors.”



8

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

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

**READ** the story aloud.

**ALT** The picture shows Ana’s baby brother sleeping.

After the story has been read,

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

**POINT TO** the picture of Ana holding a finger over her lips.

**ALT** The picture shows Ana holding a finger over her lips.

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

9

**SAY:** We will read about bees. 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 bee flying to a flower.

**READ** the passage aloud.

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 bee flying to a flower.

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





10

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

**READ** the title and the sentences and **POINT TO** the corresponding pictures as the sentences are read.

After the sentences have been read,

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

**SAY:** Which sentence is the ending of what we read? “First, you can check out books”?

**POINT TO** the picture of a woman and a boy next to shelves of books.

**ALT** The picture shows a woman and a boy next to shelves of books.

**SAY:** “Some libraries also have story time”?

**POINT TO** the picture of a librarian reading a book to students.

**ALT** The picture shows a librarian reading a book to students.

**SAY:** Or “Finally, there are computers kids can use”?

**POINT TO** the picture of a woman and a girl looking at a computer screen.

**ALT** The picture shows a woman and a girl looking at a computer screen.

**Passage**

**SAY:** We will read about hot drinks. First let's read vocabulary.

Proceed to the Vocabulary Preview.

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

**ALT** *The picture shows a cup of hot tea.  
The picture shows a cup of hot chocolate.*

**SAY:** Now we will read about hot drinks. 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 cup of hot tea.  
The second picture shows a cup of hot chocolate.  
Two pictures are shown. The first picture shows a cup of hot tea with lemon. The second picture shows a cup of hot tea with honey.  
The picture shows two girls outside holding hot drinks.*

After the passage has been read,

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



11

**SAY:** This is hot tea.

**POINT TO** the picture of the cup of hot tea.

**POINT TO** the chart.

**SAY:** This chart shows things that people like to add to their hot tea. One thing some people like to add is lemon.

**POINT TO** the picture of the lemon in the chart.

**ALT** The picture shows a lemon and a lemon slice.

**SAY:** What else do some people like to add to their hot tea? Butter?

**POINT TO** the picture of butter in a dish.

**ALT** The picture shows butter.

**SAY:** Salt?

**POINT TO** the picture of the salt shaker.

**ALT** The picture shows salt.

**SAY:** Or honey?

**POINT TO** the picture of honey in a jar.

**ALT** The picture shows honey.

12

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

13

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

**SAY:** Let's read part of the information again.

**POINT TO** and **READ** the last paragraph of the passage again.

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



14

**SAY:** We will read a story titled “At the Beach.” 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 waves on the beach.*  
*The picture shows rocks on the beach.*

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.

15

**SAY:** We will read a story titled “Helping at School.” 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 pile of equipment used to play sports games.*  
*The picture shows a pencil being sharpened.*

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:** How else do we know that Maggie is helpful?



16

**SAY:** We will read a story titled “Visiting the Aquarium.” 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 colorful fish swimming.  
The picture shows students and a teacher at a pool where people can pet special fish.*

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.

17

**SAY:** We will read about the Statue of Liberty. 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 Statue of Liberty.*

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 about making slime. 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 students and a teacher looking at slime they made together.*

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.



19

**SAY:** We will read about making a party snack. 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 snack mix.*

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.

20

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

**Passage**

**SAY:** We will read a passage titled “Jumping for Joy.” First let’s read vocabulary from the passage.

Proceed to the Vocabulary Preview.

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

**ALT** *The picture shows two children turning two ropes while another child jumps over both ropes.*

**SAY:** Now we will read the passage. 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 two adults watching a group of children jumping rope.*  
*The picture shows a girl in a wheelchair holding one end of a jump rope.*  
*The picture shows two children turning two ropes while another child jumps over both ropes.*  
*The picture shows two children turning a jump rope while two other children jump together.*  
*The picture shows children racing each other while jumping rope.*

After the passage has been read,

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

**21**

**POINT TO** the picture.

**ALT** *The picture shows two children turning a jump rope while two other children jump together.*

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



---

**22**

**SAY:** Now we will watch a video. The video shows two adults following many children who are skipping rope across a field. In this video, there is no sound. Watch the video.

Play the video.

After the video has played,

**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 statement shows how the video supports the reader in understanding the passage?

---

**23**

**SAY:** Now I will ask you one more question about this passage. A conclusion is the ending of a passage. When we say a passage concludes, we mean it ends.

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





24

**SAY:** We will read a story titled “Making the Bed.” 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 Daren.*  
*The picture shows Daren making his bed.*

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 about Daren. A word is missing from the sentence. You will finish the sentence.

**SAY:** The sentence says, “Daren is blank.”

**POINT TO** the blank box in the sentence.

**SAY:** Which word tells about Daren? Is Daren lucky?

**POINT TO** the word “lucky.”

**SAY:** Is Daren brave?

**POINT TO** the word “brave.”

**SAY:** Or is Daren helpful?

**POINT TO** the word “helpful.”



25

**SAY:** We will read a story titled “Jeremy’s Extra Time.” 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 Jeremy playing a handheld game.*

After the story has been read,

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

**POINT TO** the blank box under the story.

**SAY:** Which sentence could end the story?

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

— End of test —



## Administration Scripts for Mathematics Practice Test Questions

1

**READ** the question.

**POINT TO** each option.

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

**ALT** The first choice shows 2 rows of 2 baseballs.

**SAY:** Or the second choice?

**ALT** The second choice shows 2 rows of 5 baseballs.

2

**POINT TO** the table.

**SAY:** Look at the table. The table shows the number of cups of lemonade sold each day.

**POINT TO** each corresponding row.

**SAY:** On Friday, 4 cups were sold. On Saturday, 7 cups were sold. On Sunday, 6 cups were sold.

**READ** the direction.

**POINT TO** the bar for “Friday.”

**SAY:** The bar for “Friday” is already completed. There were 4 cups sold on Friday, so the bar goes to 4.

**POINT TO** the space for “Saturday.”

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

**POINT TO** the space for “Sunday.”

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



3

**POINT TO** the picture.

**SAY:** This shape has 4 corners.

**ALT** The picture shows a shape with 4 straight sides.

**READ** the question.

**SAY:** Choose the correct picture.

**POINT TO** each option.

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

**ALT** The first choice shows a shape with 3 straight sides.

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

**ALT** The second choice shows a shape with 4 straight sides.

**SAY:** Or is it the third choice?

**ALT** The third choice shows a shape with 5 straight sides.

4

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.

5

**POINT TO** the place value chart.

**SAY:** Look at the place value chart. It shows the number 607.

**POINT TO** each corresponding section of the chart.

**SAY:** There are 6 hundreds, 0 tens, and 7 ones.

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



6

**READ** the question.

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

**ALT** The picture shows a math problem with a square labeled " $\frac{3}{4}$ ," an empty box for a missing symbol, and a square labeled " $\frac{1}{2}$ ." The first square that is labeled " $\frac{3}{4}$ " is split into 4 equal parts with 3 parts shaded. The second square that is labeled " $\frac{1}{2}$ " is split into 2 equal parts with 1 part shaded.

**POINT TO** each fraction in the picture.

**SAY:**  $\frac{3}{4}$ ,  $\frac{1}{2}$ .

**READ** the math problem with each option inserted.

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

7

**POINT TO** the rectangle.

**SAY:** Look at the rectangle.

**POINT TO** each corresponding dimension.

**SAY:** The length is 6 squares. The width is 3 squares.

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.



8

**POINT TO** the picture.

**ALT** The picture shows 6 crayons and 8 markers.

**SAY:** A student had these crayons and markers.

**READ** the direction.

**POINT TO** the label “Crayons.”

**ALT** The picture shows a bar graph titled “Crayons and Markers.” The bar for “Crayons” is blank.

**SAY:** How many crayons did the student have? What number should the bar for “Crayons” go to?

**POINT TO** the label “Markers.”

**ALT** The picture shows a bar graph titled “Crayons and Markers.” The bar for “Markers” is blank.

**SAY:** How many markers did the student have? What number should the bar for “Markers” go to?

9

**POINT TO** each fraction.

**SAY:** This shows  $\frac{1}{4}$ , this shows  $\frac{1}{2}$ , and this shows  $\frac{3}{4}$ .

**READ** the question.

**SAY:** Choose the correct picture.

**POINT TO** each option.

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

**ALT** The first choice shows a square split into 4 equal parts with 1 part shaded.

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

**ALT** The second choice shows a square split into 2 equal parts with 1 part shaded.

**SAY:** Or the third choice?

**ALT** The third choice shows a square split into 4 equal parts with 3 parts shaded.



10

**READ** the item.

**POINT TO** each option as you read it.

**SAY:** Does the first choice show  $3 \times 5$ ?

**ALT** The first choice shows an organizer with 3 flowers in one part, and 5 flowers in the second part.

**SAY:** Does the second choice show  $3 \times 5$ ?

**ALT** The second choice shows 3 groups of flowers with 5 flowers in each group.

**SAY:** Does the third choice show  $3 \times 5$ ?

**ALT** The third choice shows 3 rows of 5 flowers in each row.

11

**POINT TO** the picture.

**SAY:** Here are 5 strawberries.

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



12

**POINT TO** the circle.

**SAY:** Look at this circle.

**ALT** The picture shows a circle split into 8 equal parts, with 5 parts shaded and 3 parts unshaded.

Part A

**SAY:** How many parts of the circle are shaded?

**POINT TO** each option.

**SAY:** Are 3 parts shaded? Or are 5 parts shaded?

Part B

**SAY:** Which circle is shaded to show one whole?

**POINT TO** each option.

**SAY:** Is it this one?

**ALT** The picture shows a circle split into 8 equal parts, with 5 parts shaded.

**SAY:** Or this one?

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

13

**POINT TO** the picture.

**SAY:** Four students can sit at 1 table.

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





14

**POINT TO** the table.

**SAY:** Look at the table. The table shows the number of votes for each favorite field trip.

**POINT TO** each corresponding row.

**SAY:** “Zoo” had 5 votes. “Museum” had 3 votes. “Aquarium” had 7 votes. “Theater” had 2 votes. “Park” had 4 votes.

**READ** the direction.

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

**POINT TO** the space for “Zoo.”

**SAY:** “Zoo” had 5 votes, so there are 5 dots on the graph.

**POINT TO** the space for “Museum.”

**SAY:** “Museum” had 3 votes, so there are 3 dots on the graph.

**POINT TO** the space for “Theater.”

**SAY:** “Theater” had 2 votes, so there are 2 dots on the graph.

**POINT TO** the space for “Aquarium.”

**SAY:** How many dots should “Aquarium” have?

**POINT TO** each option.

**SAY:** Is it 3 dots, 4 dots, or 7 dots?

**POINT TO** the space for “Park.”

**SAY:** How many dots should “Park” have?

**POINT TO** each option.

**SAY:** Is it 3 dots, 4 dots, or 7 dots?



15

**POINT TO** the picture.

**SAY:** A student read 3 books.

**READ** the question.

**POINT TO** each option.

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

**ALT** The first choice shows a picture of 5 books.

**SAY:** Or the second choice?

**ALT** The second choice shows a picture of 6 books.

16

**POINT TO** the place value chart.

**SAY:** Look at the place value chart. It shows the number 34.

**POINT TO** each corresponding section of the chart.

**SAY:** There are no hundreds. There are 3 tens, and there are 4 ones.

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



17

**POINT TO** each pair of fractions.

**ALT** There are 2 pictures shown. The first picture shows 2 rectangles of the same size. The first rectangle is divided into 6 equal parts, with 4 parts shaded. The second rectangle is divided into 3 equal parts, with 2 parts shaded. The second picture shows 2 rectangles of the same size. The first rectangle is divided into 2 equal parts, with 1 part shaded. The second rectangle is divided into 4 equal parts, with 3 parts shaded.

**SAY:** Choose the pair of equal fractions.

**POINT TO** the first option.

**ALT** The picture shows 2 rectangles divided into equal parts. The first rectangle shows 6 parts, with 4 of the parts shaded, and is labeled " $4/6$ ." The second rectangle shows 3 parts, with 2 of the parts shaded, and is labeled " $2/3$ ."

**SAY:** Is  $4/6$  equal to  $2/3$ ?

**POINT TO** the second option.

**ALT** The picture shows 2 rectangles divided into equal parts. The first rectangle shows 2 parts, with 1 of the parts shaded, and is labeled " $1/2$ ." The second rectangle shows 4 parts, with 3 of the parts shaded, and is labeled " $3/4$ ."

**SAY:** Or is  $1/2$  equal to  $3/4$ ?



18

**SAY:** Look at the sign. It is in the shape of a rectangle.

**POINT TO** the measurements.

**SAY:** The sign is 4 feet long and 1 foot wide.

Part A

**SAY:** The area is the space inside of the rectangle. What is the area of the sign?

**SAY:** Is it 4 square feet?

Is it 5 square feet?

Or is it 10 square feet?

Part B

**SAY:** A teacher made a new wider sign. The sign is in the shape of a rectangle.

**POINT TO** the measurements.

**SAY:** The sign is 4 feet long and 2 feet wide. What is the area of the new sign?

**SAY:** Is it 6 square feet?

Is it 8 square feet?

Or is it 10 square feet?

19

**POINT TO** the picture.

**SAY:** Here is a picture of 14 blocks.

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



20

**POINT TO** the graph.

**SAY:** Look at the graph. The graph shows the number of students that chose each sport.

**POINT TO** each corresponding row.

**SAY:** “Basketball,” 5 students. “Baseball,” 2 students. The row for “Volleyball” is blank.

Part A

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

Part B

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

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

**ALT** The first choice is a picture of 3 students.

**SAY:** Or is it the second choice?

**ALT** The second choice is a picture of 2 students.

21

**POINT TO** the flowerpots.

**SAY:** There are flowerpots in 2 rows. Each row has 6 flowerpots.

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.



22

**POINT TO** the picture.

**SAY:** Look at these shapes.

**POINT TO** each corresponding place in the picture.

**SAY:** There is a square, a diamond, and a missing shape.

**READ** the question.

**POINT TO** each option.

**SAY:** Is it the triangle?

The pentagon?

Or the rectangle?

23

**POINT TO** the picture.

**SAY:** This picture shows two fractions that are equal to each other.

**POINT TO** each corresponding fraction.

**SAY:** This fraction shows fifths.

**ALT** The picture shows a circle split into 5 equal parts. 3 parts are shaded.

**SAY:** This fraction shows tenths.

**ALT** The picture shows a circle split into 10 equal parts. 6 parts are shaded.

**READ** the question.

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

**POINT TO** the first box.

**SAY:** How many fifths?

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

**POINT TO** the second box.

**SAY:** How many tenths?

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



24

**POINT TO** the picture.

**SAY:** A student has 9 stickers.

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

25

**POINT TO** the picture.

**SAY:** Look at this triangle.

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

— End of test —

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# Appendices

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## Appendix A: Graphics Attributions

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