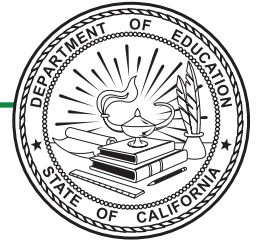
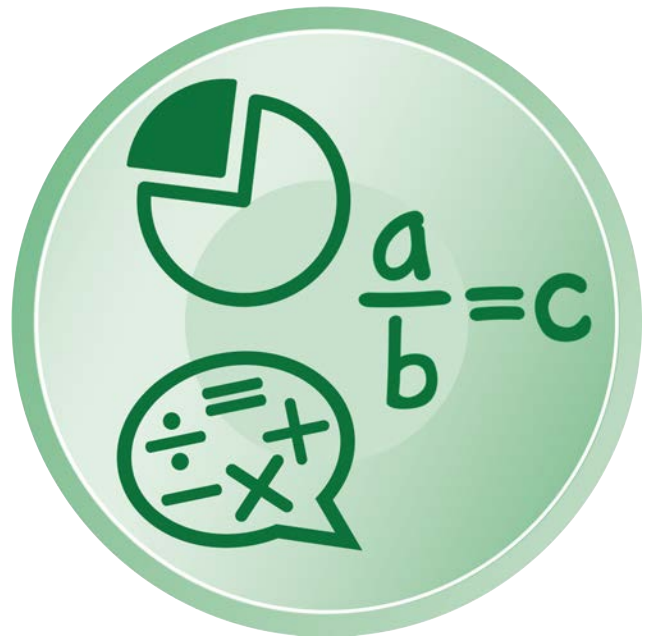

California Alternate Assessment

California Assessment of Student
Performance and Progress



English Language Arts/Literacy and Mathematics Directions for Administration



Grade 5, Practice Test



CAA for ELA and Mathematics Administration Notes

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

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

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

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Directions for Administration

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

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

The purposes of the CAA practice tests are to

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

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

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

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

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

Testing Checklist

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

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

Directions for Administration (cont.)

Using the *Directions for Administration (DFA)*

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

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

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

Directions for Administration (cont.)

Mathematical Symbols

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

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

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Administration Scripts for ELA Test Questions

Passage

SAY: We will watch a video and then read a story titled “At the Pond.” First let’s read vocabulary from the story.

Proceed to the Vocabulary Preview.

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

ALT *The picture shows Mark.
The picture shows Uncle Ted.*

SAY: Now we will watch the video. Watch the video. There is sound in this video, but no one is speaking.

Play the video.

ALT *[Before the video plays] The video shows ducks swimming in a pond. The ducks are quacking.*

After the video has played,

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 Mark near a pond.
Two pictures are shown. The first picture shows Uncle Ted. The second picture shows ducks swimming in a pond.
The picture shows pieces of lettuce.
Two pictures are shown. The first picture shows Mark. The second picture shows a duck eating lettuce.*

After the story has been read,

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



1

SAY: What happens first in the story? Mark feeds the cat?

POINT TO the picture of a cat next to a food bowl.

ALT *The picture shows a cat next to a food bowl.*

SAY: Mark goes to the pond?

POINT TO the picture of a boy near a pond.

ALT *The picture shows Mark near a pond.*

SAY: Or Mark rides a tractor?

POINT TO the picture of a tractor on a ranch.

ALT *The picture shows a tractor on a ranch.*

2

SAY: Listen as I read part of the story again.

POINT TO the first paragraph of the story and **READ** the paragraph aloud.

SAY: Now you will complete some sentences about the ducks in the story. There is a word missing from each sentence.

POINT TO the picture of the ducks.

ALT *The picture shows ducks in a pond.*

POINT TO the first sentence.

SAY: This sentence says, “The ducks move ‘blank’ as a group.”

POINT TO the blank yellow box.

SAY: The ducks move together as a group?

POINT TO the option with the word “together.”

SAY: Or the ducks move hidden as a group?

POINT TO the option with the word “hidden.”

POINT TO the second sentence.

SAY: The next sentence says, “They are ‘blank.’”

POINT TO the blank blue box.

SAY: They are singing?

POINT TO the option with the word “singing.”

SAY: Or they are quacking?

POINT TO the option with the word “quacking.”



3

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

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?

4

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

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

READ the passage aloud.

ALT *The picture shows a pair of jeans.*

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.

5

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

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

ALT *The picture shows a squirrel eating a nut.*
The picture shows a squirrel eating a piece of fruit.

After the passage has been read,

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

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.



6

POINT TO the chart.

SAY: We will look at a chart about jobs where people take care of flowers. Follow along as I read the chart aloud. Then I will ask you a question.

POINT TO the picture and the text on the left side of the chart.

SAY: A florist takes care of flowers. A florist works inside a flower shop.

ALT *The picture shows a woman working inside a flower shop.*

POINT TO the picture and the text on the right side of the chart.

SAY: A gardener takes care of flowers. A gardener works outside in a garden.

ALT *The picture shows a woman working outside taking care of plants.*

After the chart 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 read a story titled “A Huge Laugh.” Follow along as I read aloud. Then I will ask you questions.

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

ALT *The picture shows Tim and his brother laughing.*

After the story has been read,

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

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.



8

SAY: We will read about exploring our world and beyond. Follow along as I read aloud. Then I will ask you a question.

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

ALT *The picture shows a person using a camera to take a picture of a penguin.*

The picture shows a person studying sea animals underwater.

The picture shows an astronaut in space.

After the passage has been read,

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

SAY: What did we read about? Writing?

POINT TO the picture of a girl writing.

ALT *The picture shows a girl writing in a notebook.*

SAY: Exploring?

POINT TO the picture of a person studying sea animals underwater.

ALT *The picture shows a person studying sea animals underwater.*

SAY: Or playing sports?

POINT TO the picture of men playing wheelchair basketball.

ALT *The picture shows men playing wheelchair basketball.*



9

SAY: We will read about how to hang a picture. 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 picture hanging on a wall.*
The picture shows a child holding a picture and pointing at a space on the wall.
The picture shows a child holding a picture and a man making a mark on the wall with a pencil.
The picture shows a man holding a picture and a child hammering a nail into a wall.
The picture shows a child hanging a picture on a wall.

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 shows some of the steps we read about for how to hang a picture. The first step in the chart shows a person helping mark the place to hang the picture.

POINT TO the first picture in the chart.

SAY: The next step in the chart shows a person hammering a nail into a wall for the picture to hang from.

POINT TO the middle picture in the chart.

SAY: The last step in the chart is blank. Which picture should go in the blank box?

POINT TO the blank box in the chart.

SAY: Choose the next step. Is the next step to sit in a chair?

POINT TO the picture of a child sitting in a chair.

The picture shows a child sitting in a chair.

SAY: Is the next step to paint a picture?

POINT TO the picture of a child painting a picture.

The picture shows a child painting a picture.

SAY: Or is the next step to hang the picture?

POINT TO the picture of a child hanging a picture on a wall.

The picture shows a child hanging a picture on a wall.

**Passage**

SAY: We will read a story titled “An Artist After All.” First let’s read vocabulary from the story.

Proceed to the Vocabulary Preview.

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

ALT *The picture shows Rosa.*

The picture shows a table with the supplies for Rosa’s art class. Paint, paper, and a paintbrush are on the table.

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 Rosa at the door of the art classroom looking nervous.*

The picture shows a table with the supplies for Rosa’s art class. Paint, paper, and a paintbrush are on the table.

The picture shows Rosa painting with a paintbrush.

The picture shows Rosa and Mr. Henry looking at Rosa’s painting.

After the story has been read,

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

10

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



11

SAY: Listen as I read a sentence from the story.

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

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

ALT *The picture shows many plants growing close together outside.*

ALT *The picture shows someone putting nail polish on fingernails.*

ALT *The picture shows a tool artists dip into different color paints.*

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

SAY: Which other sentence uses “brush” the same way it is used in the story?

12

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

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

Passage

SAY: We will read about how to stay safe while hiking. 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 woman and two children hiking outside.*

SAY: Now we will read about how to stay safe while hiking. 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 woman and two children hiking outside.*
The picture shows a man dressed for hiking.
The picture shows a woman drinking from a water bottle while she is on a hike.
The picture shows a young woman and a young man eating snacks while on a hike.

After the passage has been read,

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



13

SAY: Listen as I read part of the story again.

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

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

ALT *The picture shows a man wearing clothing that has a hole at the knee.*

ALT *The picture shows a dog resting with its tongue out.*

ALT *The picture shows several pairs of jeans hanging in a closet.*

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

SAY: Which other sentence uses “pants” the same way it is used in the passage?

14

POINT TO the picture of the woman drinking from a water bottle.

ALT *The picture shows a woman drinking from a water bottle while she is on a hike.*

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 reason a hiker should bring water on a hike?



15

SAY: Listen as I read part of the story again. Follow along as I read aloud.

POINT TO and **READ** the last two paragraphs of the story again.

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

POINT TO the picture of the young woman and young man eating snacks.

ALT *The picture shows a young woman and a young man eating snacks while on a hike.*

SAY: Listen as I read another sentence.

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

SAY: Why should you carry food with you when hiking? The hike could last too long?

POINT TO the picture of the woman looking at her watch.

SAY: A pet needs to be fed?

POINT TO the picture of the woman and man on a hike with a dog.

SAY: Or food must be shared with other hikers?

POINT TO the picture of the man offering to share a piece of fruit.

16

SAY: We will read a story titled “Saturday in the Neighborhood.” 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 Allie.
The picture shows Mary.
The picture shows a swimming pool.*

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 do Allie and Mary both do on Saturday?



17

SAY: We will read about exercise. 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 children playing outside.
The picture shows a boy playing in a pool.*

After the passage has been read,

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

POINT TO the chart in the item.

SAY: Look at this chart. This part of the chart says, “If you exercise.”

POINT TO the “If” part of the chart.

SAY: This part of the chart says, “Then you will have ‘blank.’”

POINT TO the “Then” part of the chart.

SAY: We learned that exercise does good things for your body. What will you have if you exercise? If you exercise, then you will have cleaner teeth?

POINT TO the option with the words “cleaner teeth.”

SAY: Or, if you exercise, then you will have stronger muscles?

POINT TO the option with the words “stronger muscles.”



18

SAY: We will read a story titled “New Boots.” 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 several pairs of boots.
The picture shows shoes in the store.
The picture shows Ben holding a boot in the store.*

After the story has been read,

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

SAY: Finish this sentence to end the story.

POINT TO the sentence with the blank box.

SAY: A word is missing from this sentence. The sentence says, “Ben buys the ‘blank.’” Which word should we add to this sentence to end the story? Ben buys the boots?

POINT TO the word “boots.”

SAY: Ben buys the hats?

POINT TO the word “hats.”

SAY: Or, Ben buys the tickets?

POINT TO the word “tickets.”



19

SAY: We will watch a video and then read about how mail was delivered long ago. Watch the video. There is sound in this video.

Play the video.

ALT [Before the video plays] *The video shows a man riding a horse to deliver the mail. A map shows the path the Pony Express riders took across the country. At one of the stations, the Pony Express rider gets off the horse and gets on another horse. He continues riding on the new horse.*

After the video has played,

SAY: Now we will read about how mail was delivered long ago. Follow along as I read aloud. Then I will ask you a question.

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 item.

SAY: Listen as I read a sentence. Follow along as I read aloud.

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

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



20

SAY: We will read a story titled “Bedtime.” 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 Megan lying awake in bed. She is looking at a clock.*

After the story has been read,

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

POINT TO the item.

SAY: Listen as I read some sentences about Megan. A word is missing from each sentence. You will complete the sentences.

POINT TO the first sentence.

SAY: This sentence says, “At the beginning, Megan is ‘blank.’”

POINT TO the blank yellow box.

SAY: At the beginning, Megan is talking?

POINT TO the option with the word “talking.”

SAY: Or, at the beginning, Megan is thinking?

POINT TO the option with the word “thinking.”

POINT TO the second sentence.

SAY: The next sentence says, “At the end, Megan is ‘blank.’”

POINT TO the blank blue box.

SAY: At the end, Megan is stretching?

POINT TO the option with the word “stretching.”

SAY: Or, at the end, Megan is sleeping?

POINT TO the option with the word “sleeping.”



21

SAY: We will read about giant tortoises. 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 giant tortoise walking on grass.*

After the passage has been read,

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

POINT TO the item.

SAY: Listen as I read a sentence. Follow along as I read aloud.

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

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

22

SAY: We will read a story titled “A New Friend.” 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 large truck. The back of the truck is open.
The picture shows Emma’s new neighbor carrying a big box.
The picture shows Emma and Ann carrying boxes.*

After the story has been read,

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

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

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

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

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

SAY: Which other words help us understand what “neighbor” means?



23

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

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

ALT *Two pictures are shown. The first picture shows a dolphin with a pointed nose. The second picture shows a porpoise with a flat nose.*

After the passage has been read,

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

POINT TO the chart in the item.

SAY: This chart shows how dolphins and porpoises are alike and different.

POINT TO the left side of the chart.

SAY: This side of the chart is titled “How Dolphins and Porpoises Are Alike.” The sentence on this side of the chart says, “Dolphins and porpoises live in the ocean.”

POINT TO the right side of the chart.

SAY: This side of the chart is titled “How Dolphins and Porpoises Are Different.” You will complete this side of the chart. Which sentence belongs in this box?

POINT TO the blank box in the chart.

SAY: Which sentence tells us how dolphins and porpoises are different? Dolphin fins are more curved than porpoise fins?

POINT TO the option on the left.

SAY: Or dolphins and porpoises go up to the surface to breathe?

POINT TO the option on the right.



24

SAY: We will read a story titled “A Surprised Sister.” 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 Angela looking surprised.*

After the story has been read,

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

POINT TO the sentence starter.

SAY: This sentence starter says, “Angela is surprised because she gets ‘blank.’” Why is Angela surprised? Complete the sentence. Use two of these words.

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

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 familiar word] to complete the sentence.

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

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

If the student provides only one word from the bank,

SAY: Which other word can you use to complete the sentence?

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

SCORE the student using the rubric below.

Scoring Rubric*

Score A	Score B	Score C
The student completes the sentence using at least two words from the word bank. Examples include: favorite sheets / favorite color / favorite cartoon / cartoon sheets	The student completes the sentence using one word from the word bank.	The student does not complete the sentence using at least one word from the word bank.

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



25

SAY: We will read about animals who live in the desert. 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 *Two pictures are shown. The first picture shows a jackrabbit. The second picture shows a lizard. The picture shows a lizard in the shade between two rocks.*

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: Why else do desert animals sleep during the day?

— End of test —



Administration Scripts for Mathematics Test Questions

1

POINT TO the graph.

SAY: Students in a classroom chose different activities. This graph shows the number of times an activity was chosen.

POINT TO each bar on the graph.

SAY: “Crafts” was chosen 4 times, “Music” was chosen 6 times, and “Art” was chosen 8 times.

Part A

READ the question and options, and **POINT TO** each corresponding bar on the graph as the option is read.

Part B

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

2

READ the direction.

ALT The picture shows a graph labeled from 0 to 5 on the bottom x-axis and from 0 to 5 on the side y-axis.

POINT TO each option.

SAY: Is it the first choice?

ALT The first choice is a point located 2 spaces to the right and 4 spaces up from 0.

SAY: Is it the second choice?

ALT The second choice is a point located 4 spaces to the right and 2 spaces up from 0.

SAY: Or is it the third choice?

ALT The third choice is a point located 4 spaces to the right and 4 spaces up from 0.



3

POINT TO the math problem.

SAY: Look at the math problem. The math problem is $24.2 + 32.7$.

READ the direction.

POINT TO the math problem.

SAY: $24.2 + 32.7$ equals what?

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

4

POINT TO the graph.

SAY: This graph shows the number of goals a person scored each day at soccer practice.

POINT TO each bar on the graph.

SAY: On Monday, the person scored 5 goals. On Tuesday, the person scored 6 goals. On Wednesday, the person scored 2 goals.

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 graph.

SAY: Look at this graph.

POINT TO the point on the graph.

SAY: There is a point on this graph.

ALT *The picture shows a graph. There is a point on the axis that goes up and down.*

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



6

POINT TO the picture.

SAY: Look at this picture. The number 18.72 is shown on the number line.

ALT The picture shows a number line. The number 18 is on the left, and the number 19 is on the right. There is a line that shows the halfway mark between 18 and 19. The number 18.72 is shown between the halfway mark and 19.

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

7

POINT TO the ribbon.

SAY: A student has a roll of ribbon that is 3 yards long. This ribbon is also 9 feet long.

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

8

POINT TO the picture.

SAY: A student has \$3.25. She wants to buy a box of markers that costs \$5.38.

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



9

READ the direction.

ALT *The picture shows a graph labeled from 0 to 5 on the bottom x-axis and from 0 to 5 on the side y-axis.*

POINT TO each option.

SAY: Is it the first choice?

ALT *The first choice is a point located 3 spaces to the right and 1 space up from 0.*

SAY: Is it the second choice?

ALT *The second choice is a point located 3 spaces to the right and 4 spaces up from 0.*

SAY: Or is it the third choice?

ALT *The third choice is a point located 4 spaces to the right and 3 spaces up from 0.*

10

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

11

Part A

POINT TO each corresponding clock in the first set of clocks.

SAY: Julie left her home at 5:00 p.m. She met a friend for dinner at 6:00 p.m.

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

Part B

POINT TO each corresponding clock in the second set of clocks.

SAY: After dinner they went to see a movie that started at 7:30 p.m. The movie finished at 9:30 p.m.

POINT TO the conversion.

SAY: 1 hour = 60 minutes.

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



12

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

13

POINT TO the graph.

ALT *The picture shows a graph labeled from 0 to 5 on the bottom x-axis and from 0 to 5 on the side y-axis. There is a point 5 spaces to the right and 1 space up from 0.*

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

14

POINT TO the picture.

SAY: Look at this picture. A student colored $\frac{6}{9}$ of the squares yellow and $\frac{2}{9}$ of the squares blue.

ALT *The picture shows a large square split into 9 smaller squares of equal size. 6 squares are colored yellow. 2 squares are colored blue. 1 square is not colored.*

Part A

READ the question.

SAY: $\frac{6}{9} + \frac{2}{9} = \text{what?}$ Choose the correct number and drag it to the box.

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

Part B

READ the question.

SAY: $\frac{6}{9} - \frac{2}{9} = \text{what?}$ Choose the correct number and drag it to the box.

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

15

POINT TO the math problem.

SAY: Look at this math problem. $12 \times 1 = 12$.

SAY: Choose the words that make the sentence true.

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



16

POINT TO the place value chart.

SAY: Look at this place value chart. It shows the number 7 point 8, 9.

POINT TO each corresponding section of the chart.

SAY: There are 7 ones, a decimal, 8 tenths, and 9 hundredths.

READ the direction.

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

POINT TO the first box.

SAY: Which number goes in the first box?

POINT TO and **READ** each option.

POINT TO the second box.

SAY: Which number goes in the second box?

POINT TO and **READ** each option.

17

POINT TO the picture.

SAY: A teacher gave away 20 breakfast bars to students. Each student received 2 bars.

Part A

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

Part B

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

SAY: Should you add?

Divide?

Or multiply?



18

POINT TO the picture.

SAY: Here is 1 set of cupcakes. There are 4 cupcakes in 1 set.

ALT The picture shows a group of 4 cupcakes.

READ the question.

POINT TO each option.

SAY: Is it the first choice?

ALT The picture shows a group of 4 cupcakes and a group of 3 cupcakes.

SAY: Or is it the second choice?

ALT The picture shows 3 groups with 4 cupcakes in each group.

19

Part A

READ the question.

POINT TO each option.

SAY: Is it the first choice?

ALT The first choice shows 4 rows of 3 cups.

SAY: Or the second choice?

ALT The second choice shows 3 rows of 5 cups.

Part B

READ the question.

POINT TO each option.

SAY: Is it the first choice?

ALT The first choice shows 4 rows of 2 cups.

SAY: Or the second choice?

ALT The second choice shows 5 rows of 2 cups.



20

SAY: There are 12 apples in a bowl. $\frac{2}{3}$ of the apples are red. $\frac{1}{3}$ of the apples are green.

Part A

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

Part B

READ the question.

POINT TO the box.

SAY: Enter your answer in the box.

21

POINT TO the first model.

SAY: This picture shows 100 squares is equal to 1 whole.

ALT The first picture shows 10 rows of 10 squares with all the squares shaded.

POINT TO the second model.

SAY: This picture shows another number.

ALT The second picture shows 3 sets of 10 rows of 10 squares. The first and second sets have all the squares shaded. The third set has 3 of the squares shaded.

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.



22

POINT TO the picture.

SAY: Look at this picture. The length is 1 foot, which is equal to 12 inches.

ALT The picture shows a painting with 2 rulers. The first ruler shows that the length of the painting is 1 foot. The second ruler shows that the length of the painting is also 12 inches.

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

23

POINT TO the flowers.

SAY: Here are 10 flowers.

Part A

READ the item.

POINT TO each option.

SAY: Is it the first choice?

ALT The first choice shows 4 yellow flowers and 6 red flowers.

SAY: Or the second choice?

ALT The second choice shows 5 yellow flowers and 5 red flowers.

Part B

READ the item.

POINT TO each option.

SAY: Is it the first choice?

ALT The first choice shows 5 red flowers and 5 yellow flowers.

SAY: Or the second choice?

ALT The second choice shows 6 red flowers and 4 yellow flowers.



24

POINT TO the picture.

SAY: This board is 2 yards long.

POINT TO the yard and feet labels.

SAY: Each yard has 3 one-foot parts.

ALT *The picture shows a board that is 2 yards long. 1 yard is split into 3 sections that each measure 1 foot.*

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

25

POINT TO each corresponding section of the chart.

SAY: This chart shows ones, a decimal point, tenths, and hundredths.

Part A

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

SAY: Is it 1 and 82 hundredths?

Is it 4 and 98 hundredths?

Or is it 8 and 23 hundredths?

Part B

POINT TO each corresponding section of the chart again.

SAY: Remember, here are the ones, the decimal point, the tenths, and the hundredths.

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

SAY: Is it 2 and 63 hundredths?

Is it 6 and 81 hundredths?

Or is it 9 and 26 hundredths?

— End of test —

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Appendices

Appendix A: Graphics Attributions

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