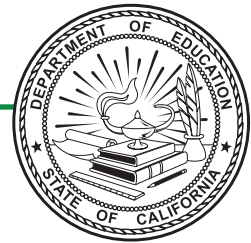
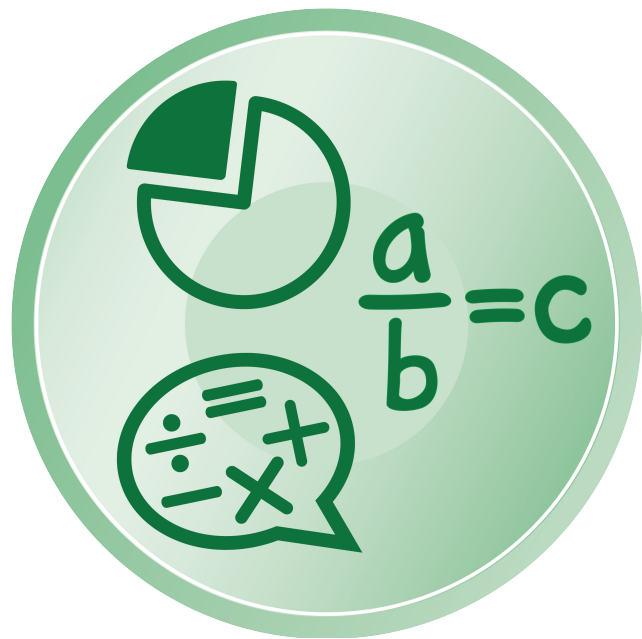


California Alternate Assessment

California Assessment of Student
Performance and Progress



English Language Arts/Literacy and Mathematics Directions for Administration



Grade 5, Practice Test 

CAAs for ELA and Mathematics Administration Notes

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

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

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

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

Table of Contents

Directions for Administration 1

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

 Helpful Links 1

 Alternative Text for a Student with Visual Impairments 2

 Student Responses 2

 Student Engagement 3

 Testing Checklist. 3

 Using the Practice Test *DFA* 4

 Mathematical Symbols and Expressions. 5

 Resources Listed in the Practice Test *DFA*. 6

 Administration Scripts for ELA Practice Test Questions. 8

 Administration Scripts for Mathematics Practice Test Questions 26

Appendices 37

 Appendix A: Graphics Attributions. 37

This page is intentionally left blank.

Directions for Administration

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

This *DFA* contains directions and the specific scripts needed by test examiners to administer the online practice tests for the CAAs for ELA and mathematics. It is a companion document to the online practice tests.

The purposes of the CAA practice tests are to

- familiarize students and test examiners with the item types,
- familiarize students and test examiners with the associated scripts for the online test questions (referred to as test items),
- provide a sample of the test questions and grade-level content that appear on the CAA operational tests,
- allow students and test examiners to become familiar with the format and functionality of the online tests, and
- allow students and test examiners to try out accessibility resources (for example, using the zoom accessibility resource to zoom in and out).

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

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

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

A parent or a guardian can access the practice tests through a guest session and act as the test examiner during testing. Test examiners or school staff members can access the practice tests through their appropriate roles in the [Test Operations Management System \(TOMS\)](#) or through guest sessions.

Helpful Links

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

Directions for Administration (cont.)

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

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

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

Student Responses

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

Directions for Administration (cont.)

Student Engagement

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

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

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

Testing Checklist

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

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

Directions for Administration (cont.)

Using the Practice Test *DFA*

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

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

Table 1. Keywords, Symbols, and Instructions

Guide to Administration Scripts	How the Test Examiner Should Proceed
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/

This page is intentionally left blank.



Administration Scripts for ELA Practice 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 a horse and a rabbit. 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 horse eating grass.
The picture shows a rabbit eating grass.*

After the passage has been read,

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

POINT TO the two pictures.

ALT *Two pictures are shown. The first picture shows a horse. The second picture shows a rabbit.*

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



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.

ALT 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.

ALT 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.

ALT 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 passage 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 passage again. Follow along as I read aloud.

POINT TO and **READ** the last two paragraphs of the passage 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 “Shoe Shopping.” 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 shoes in a store.*
The picture shows Kevin’s mom helping Kevin try on shoes.
The picture shows Kevin holding a pair of shoes and smiling.

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 Kevin holding a pair of shoes and smiling.*

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

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.



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 a passage titled “Trees.” Follow along as I read aloud. Then I will ask you a question.

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

ALT *The picture shows a tree with many leaves.*

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.

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 about how to have a healthy morning routine. 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 girl in bed reaching to turn off her alarm clock.
The picture shows a backpack, school supplies, and a lunch.*

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.

25

SAY: We will read about treating a cold. 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 girl with a thermometer in her mouth. She is covered in blankets and is holding a cup.*

READ the passage aloud.

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 should you drink plenty of liquids when you have a cold?

— End of test —



Administration Scripts for Mathematics Practice 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 rectangle.

ALT The picture shows a rectangle that has 10 equal parts, with 1 part shaded.

SAY: This rectangle shows 0 point 1 shaded.

Part A

POINT TO the rectangle.

ALT The picture shows a rectangle that has 10 equal parts, with 3 parts shaded.

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

SAY: Is it 0 point 3 or 0 point 7?

Part B

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

SAY: Choose the correct picture.

SAY: Is it this one?

ALT The picture shows a rectangle that has 10 equal parts, with 7 parts shaded.

SAY: Or this one?

ALT The picture shows a rectangle that has 10 equal parts, with 6 parts shaded.



8

POINT TO the picture.

SAY: A teacher has 12 hats. She gives 7 of the hats to students.

ALT The picture shows 12 hats. 7 of the hats are crossed out.

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

9

POINT TO the picture.

SAY: A school bus is 12 yards long.

POINT TO and **READ** the conversion.

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

SAY: Enter your answer in the box.

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

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

16

Part A

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

SAY: Is it a measuring cup?

Or is it a calendar?

Part B

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

SAY: Is it a clock?

Or is it a tape measure?

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 —

This page is intentionally left blank.

Appendices

Appendix A: Graphics Attributions

© Africa Studio/Shutterstock.com, © Akvafoto2012/Dreamstime.com,
© Andrey Armyagov/Dreamstime.com, © Andrey Shtanko/Dreamstime.com,
© Chuck Wagner/Shutterstock.com, © damedeeso/iStockphoto # 30818430,
© Estrada Anton/Shutterstock.com, © H. Caglar Gungor/Dreamstime.com,
© Irina WS/Shutterstock.com, © Isselee/Dreamstime.com, © iStock.com/AleksandarNakic,
© iStock.com/AlenaPaulus, © iStock.com/alexei_tm, © iStock.com/andyham10,
© iStock.com/anilakkus, © iStock.com/cajoer, © iStock.com/carolthacker,
© iStock.com/chameleonseye, © iStock.com/Craig Dingle, © iStock.com/CynthiaAnnF,
© iStock.com/Daisy-Daisy, © iStock.com/dangrytsku, © iStock.com/eranicle,
© iStock.com/EVAfotografie, © iStock.com/filipw, © iStock.com/Gerdolp,
© iStock.com/Gorodenkoff, © iStock.com/graytln, © iStock.com/IdeaMomentLight,
© iStock.com/Imgorthand, © iStock.com/Joesboy, © iStock.com/Juanmonino,
© iStock.com/Lightspruch, © iStock.com/lisafx, © iStock.com/lvcandy,
© iStock.com/Magone, © iStock.com/monkeybusinessimages, © iStock.com/mustafagull,
© iStock.com/ncognet0, © iStock.com/Neustockimages, © iStock.com/omersukrugoksu,
© iStock.com/PamelaJoeMcFarlane, © iStock.com/panco971, © iStock.com/pearleye,
© iStock.com/PeopleImages, © iStock.com/petrenkod, © iStock.com/SashaFoxWalters,
© iStock.com/sergeyryzhov, © iStock.com/skynesher, © iStock.com/staphy,
© iStock.com/Steve Debenport, © iStock.com/StockFilmdotCOM,
© iStock.com/suefeldberg, © iStock.com/Sunitha Pilli, © iStock.com/Suradech14,
© iStock.com/Tempau, © iStock.com/travenian, © iStock.com/TwentySeven,
© iStock.com/tzahiV, © iStock.com/undefined undefined, © iStock.com/Wildnerdpix,
© JenniferPhotographyImaging/iStockphoto # 10964121, © Maridav/Shutterstock.com,
© Monkey Business Images/Shutterstock.com, © Paul Hakimata/Dreamstime.com,
© Shariff Che' Lah/Dreamstime.com, © vystekimages/Shutterstock.com,
© Wenling01/Dreamstime.com

Photos are the copyright of Silver Lining Multimedia, Inc. www.silverliningmm.com