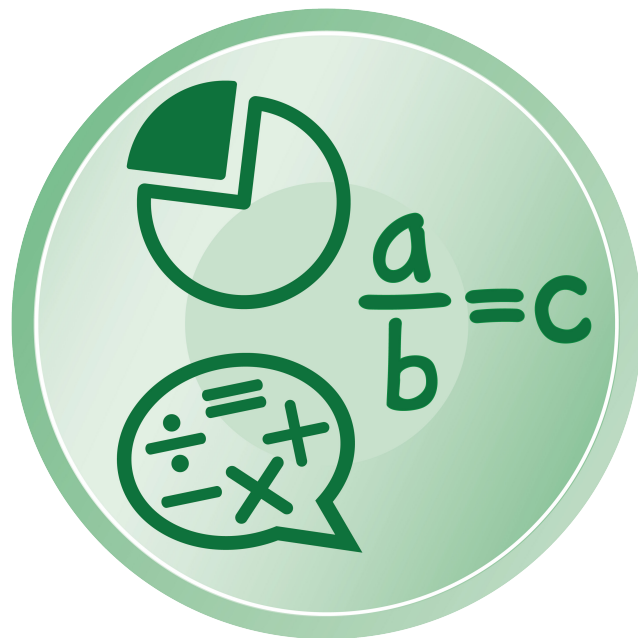


# California Alternate Assessment

California Assessment of Student  
Performance and Progress



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



Grade 6, 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 “Going to the Pool.” 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 Brenda.*

*The picture shows a swimsuit to wear for swimming.*

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

Proceed to the story.

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

**ALT** *The picture shows a swimming pool.*

*The picture shows Brenda.*

*Two pictures are shown. The first picture shows a swimsuit to wear for swimming. The second picture shows a towel.*

*The picture shows students standing in a line.*

*The picture shows students sitting in a school bus.*

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.



2

**POINT TO** the item.

**SAY:** We will use this chart to put these pictures in the order they happen in the story.

**POINT TO** the chart and the pictures below the chart.

**SAY:** The picture of what happens first is already in the chart. First, Brenda looks at the clock.

**POINT TO** the picture of the clock.

**ALT** The picture shows a clock.

**SAY:** You will use these boxes to add what happens next and what happens last in the story.

**POINT TO** the blank boxes in the chart.

**SAY:** What happens next in the story?

**POINT TO** the middle box in the chart.

**SAY:** Do the students get on the bus?

**POINT TO** the picture of the students on the school bus.

**ALT** The picture shows students on the school bus.

**SAY:** Do the students line up?

**POINT TO** the picture of the students standing in a line.

**ALT** The picture shows students standing in a line.

**SAY:** Or do the students work on a project?

**POINT TO** the picture of the students using computers.

**ALT** The picture shows students using computers.

**SAY:** What happens last in the story?

**POINT TO** the last box in the chart.

**POINT TO** and label the remaining two options with the same questions as shown above.

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

**SAY:** Put one more picture in the chart in the order it happens in the story.

Allow the student to change the responses as needed.



3

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

**POINT TO** the item.

**SAY:** What does Brenda see inside her bag? Pick two answers. A notebook?

**POINT TO** the picture of a notebook.

**SAY:** A towel?

**POINT TO** the picture of a towel.

**SAY:** A swimsuit?

**POINT TO** the picture of a swimsuit.

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

**SAY:** What else does Brenda see inside her bag?

### Passage

**SAY:** We will read about crabs in the ocean. First let's read vocabulary.

Proceed to the Vocabulary Preview.

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

**ALT** The picture shows a crab. It has a hard shell.

The picture shows a crab. Arrows are pointing to its sharp claws.

**SAY:** Now we will read about crabs in the ocean. 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 crab.

The picture shows a crab.

Two pictures are shown. The first picture shows a fish. The second picture shows a snail.

After the passage 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. Listen as I read a sentence about crabs. There is a word missing from the sentence. Finish the sentence about crabs.

**POINT TO** the sentence.

**SAY:** This sentence says, “Crabs have sharp ‘blank.’”

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

**SAY:** Do crabs have sharp eggs?

**POINT TO** the word “eggs.”

**SAY:** Or do crabs have sharp claws?

**POINT TO** the word “claws.”

**7**

**SAY:** We will read about elevators. 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 two elevators.  
The picture shows a person pushing an elevator button.  
Two pictures are shown. The first picture shows a woman getting on an elevator. The second picture shows a man and woman taking boxes out of an elevator.*

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.



8

**SAY:** We will read a story titled “Jane Visits Her Grandparents.” 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 snack.*

*The picture shows Jane writing on a piece of paper.*

*The picture shows Jane and her grandparents with their dog.*

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 Jane and her grandparents.*

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

9

**SAY:** We will read about sea otters. 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 sea otter in the ocean.*

*The picture shows a sea otter sleeping on top of the water.*

*The picture shows a sea otter with thick fur in the water.*

After the passage has been read,

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

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



**Passage**

**SAY:** We will read a story titled “The Partner Project.” 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 Michelle.  
The picture shows Cameron.  
The picture shows the Statue of Liberty.*

**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 Michelle and Cameron.  
The picture shows the Statue of Liberty.  
The picture shows Michelle pulling a book from the shelf.  
Two pictures are shown. The first picture shows a book. The second picture shows the Statue of Liberty.*

After the story has been read,

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

**10**

**SAY:** Listen as I read a sentence from the story. There are some words missing from the beginning of the sentence.

**POINT TO** the sentence.

**SAY:** This sentence says, ““Blank,’ Michelle shows Cameron the book she finds.” Which words correctly begin the sentence?

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

**SAY:** In some cases, Michelle shows Cameron the book she finds?

**POINT TO** the first option.

**SAY:** For example, Michelle shows Cameron the book she finds?

**POINT TO** the second option.

**SAY:** After a while, Michelle shows Cameron the book she finds?

**POINT TO** the third option.



11

**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 does Michelle suggest her idea to Cameron?

12

**POINT TO** the item.

**SAY:** Now I will ask you two more questions about this story.

**POINT TO** the blank yellow box.

**SAY:** What happens first? They go to the library?

**POINT TO** the first yellow option.

**ALT** The picture shows books on library shelves.

**SAY:** Or they go to the science lab?

**POINT TO** the second yellow option.

**ALT** The picture shows equipment in a science classroom.

**POINT TO** the blank blue box.

**SAY:** What happens last? They start reading the book?

**POINT TO** the first blue option.

**ALT** The picture shows an open book.

**SAY:** Or they plan to travel together?

**POINT TO** the second blue option.

**ALT** The picture shows a suitcase and a backpack.

**Passage**

**SAY:** We will read about group dancing. First let's read vocabulary.

Proceed to the Vocabulary Preview.

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

**ALT** *The picture shows a group of women and girls dancing together.  
The picture shows a woman and a man dancing and wearing colorful costumes.*

**SAY:** Now we will read about group dancing. 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 group of dancers.  
The picture shows a group of women and girls dancing together.  
The picture shows a group of people on a stage doing the same dance moves together.  
The picture shows a woman and a man dancing and wearing colorful costumes.*

After the passage has been read,

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

**13**

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

**14**

**SAY:** Listen as I read a sentence.

**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.



15

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

**POINT TO** the poster.

**SAY:** This is a poster a student in a dance group is creating. The student wants others to join the dance group.

**READ** the poster aloud and **POINT TO** the two blank bullet points in the poster.

**SAY:** Two sentences are missing from the poster.

**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 sentence should be added to the poster?

16

**SAY:** We will read about umbrellas. 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 an umbrella.*  
*The picture shows a boy under an umbrella in the rain.*  
*The picture shows a woman under an umbrella in the sun.*

After the passage has been read,

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

**POINT TO** the picture above the question.

**ALT** *The picture shows a girl holding an umbrella over her head.*

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



17

**SAY:** We will read about birds called ravens. 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 black bird called a raven.*

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 a story about a dragonfly. 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 dragonfly.*  
*The picture shows a dragonfly with huge eyes.*

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 about a dragonfly. Follow along as I read aloud.

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

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



19

**SAY:** We will read a story titled “Nick’s Kite.” The beginning and the ending of the story are missing. 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 many people flying kites in a park.  
The picture shows Nick flying a kite.*

After the story has been read,

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

**POINT TO** the first picture shown in the story.

**SAY:** This picture goes with the beginning of the story.

**ALT** *The picture shows many people flying kites in a park.*

**POINT TO** the blank yellow box in the item.

**SAY:** How would you begin the story? Nick wants to fly a kite at the park?

**POINT TO** the first yellow option.

**SAY:** Or Nick takes a picture of the kites?

**POINT TO** the second yellow option.

**POINT TO** the last picture shown in the story.

**SAY:** This picture goes with the ending of the story.

**ALT** *The picture shows Nick flying a kite.*

**POINT TO** the blank blue box in the item.

**SAY:** How would you end the story? Nick decides to sell the kite he makes?

**POINT TO** the first blue option.

**SAY:** Or Nick watches his kite glide in the sky?

**POINT TO** the second blue option.



20

**SAY:** We will read a story titled “Fun at the Festival.” Follow along as I read aloud. Then I will ask you a question.

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

**ALT** *The picture shows Maggie and Kayla smiling. Their faces are painted with bright colors.*

*The picture shows flowers made out of paper.*

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 happens in the story?



21

**SAY:** We will read a story titled “A Busy Saturday.” 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 Olivia reaching to turn off an alarm clock.*  
*The picture shows Olivia and her mother looking at a list of things to do.*  
*The picture shows a man in a bike shop.*  
*The picture shows Olivia and her mother shopping in a grocery store.*  
*The picture shows a cat and a dog.*

After the story is read,

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

**POINT TO** the picture.

**ALT** *The picture shows Olivia and her mother looking at a list of things to do.*

**SAY:** A chart with boxes is shown. Some information is missing. We will read some sentences. You will put the sentences in order.

**POINT TO** the first box on the chart.

**SAY:** This box says “Olivia and her mother go to the bike shop.” What happens next in the story?

**POINT TO** the middle box on the chart.

**SAY:** Olivia takes care of the animals?

**POINT TO** the box that says, “Olivia takes care of the animals.”

**SAY:** Olivia and her mother buy food?

**POINT TO** the box that says, “Olivia and her mother buy food.”

**SAY:** Or, Olivia’s mother buys a new bike?

**POINT TO** the box that says, “Olivia’s mother buys a new bike.”

After the student responds,

**POINT TO** the last box on the chart.

**SAY:** What happens last in the story?

**POINT TO** and **READ** the remaining two options.





22

**SAY:** We will read about the stars on the flag. 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 United States flag.*

After the passage has been read,

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

**SAY:** You will write a sentence about how the flag has changed. Use two of these words.

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

Refer to the student's usual mode of writing to prompt the student to begin.

- If the student uses the computer or an AAC device to write,

**SAY:** Use the computer/your device [or other wording familiar to the student] to write the 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 the sentence to write. I will type it 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:** How else has the flag changed? Here are some words you can use.

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

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

**Scoring Rubric\***

Score A	Score B	Score C
The student provides a sentence about changes in the flag using two words from the word bank. <b>Examples include:</b> The number of stars has gone up. / Stars have been added. / The stars stand for the 50 states.	The student attempts to provide a sentence about changes in the flag using one word from the word bank.	The student does not attempt to provide a sentence about changes in the flag using any words 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.



23

**SAY:** We will read about pigs. 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 pig.*

*The picture shows an outdoor maze where a pig can try to find its way through.*

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.

24

**SAY:** We will watch a video and then read about solar eclipses. Watch the video. There is sound in this video.

Play the video.

**ALT** [Before the video plays] *The video shows a girl watching TV to learn about the next solar eclipse. The girl marks the date on her calendar. On the day of the eclipse, she watches the eclipse while wearing special glasses.*

After the video has played,

**SAY:** Now we will read about solar eclipses. 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 dark sky with the Moon blocking the Sun.  
The picture shows a teenage boy wearing eclipse glasses.*

After the passage has been read,

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

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

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

**SAY:** What other information about solar eclipses is in both the story and the video?



25

**SAY:** We will read about the ash tree. 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 an ash tree. The ash tree is tall with many green leaves.*  
*The picture shows a bug called a borer.*  
*The picture shows an ash tree damaged by borers. The ash tree has only a few leaves. The leaves are yellow and brown.*

After the passage has been read,

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

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

— End of test —



## Administration Scripts for Mathematics Practice Test Questions

---

**1**

**POINT TO** the picture.

**SAY:** 1 gallon = 4 quarts.

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

---

**2**

**SAY:** 1 baseball practice is 30 minutes long.

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.

---

**3**

**POINT TO** the picture.

**SAY:** There are 100 flowers.

**POINT TO** each corresponding flower.

**SAY:** 30 of the flowers are orange. 25 of the flowers are yellow. 20 of the flowers are blue. 25 of the flowers are pink.

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

---

**4**

**SAY:** Here is a set of numbers.

**POINT TO** the set of numbers.

**SAY:** 5, 2, 3, 8, 7.

**SAY:** What is the range of these numbers?

**SAY:** Is it 2, 5, or 6?



5

**POINT TO** the rectangle.

**SAY:** Here is a picture of a rectangle. The length is 6 units. The width is 4 units.

**ALT** The picture shows a rectangle split into equal squares. There are 4 rows with 6 squares in each row.

**SAY:** The area of a rectangle is the length times the width.

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

6

**POINT TO** the number line.

**SAY:** Look at this number line.

**ALT** The picture shows a number line that is numbered from -5 to 5 by ones. There are 3 points on the number line.

**READ** the question.

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

**SAY:** Is it point A?

**ALT** Point A is 2 spaces to the left of 0.

**SAY:** Is it point B?

**ALT** Point B is 2 spaces to the right of 0.

**SAY:** Or is it point C?

**ALT** Point C is 4 spaces to the right of 0.

7

**SAY:** A teacher has a box of 100 pencils.

**POINT TO** the picture.

**SAY:** Of these, 15 are red, and the rest are yellow.

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

**8**

Part A

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

Part B

**READ** the item and **POINT TO** each option as it is read.**9****READ** the question.**POINT TO** each option.**SAY:** Is it the first choice?**ALT** The first choice shows 1 plate, a colon, and 3 bananas.**SAY:** Or the second choice?**ALT** The second choice shows 1 plate, a colon, and 2 bananas.**10**

Part A

**POINT TO** the picture.**SAY:** A student makes bracelets. There are 8 beads in each bracelet.**READ** the question and options, and **POINT TO** each option as it is read.

Part B

**SAY:** The student sold 12 bracelets for \$3 each.**SAY:** Choose the amount that makes the sentence true.**READ** the sentence with each option inserted, and **POINT TO** each option as it is read.



11

Part A

**SAY:** Which sentence shows positive 1?**READ** the options and **POINT TO** each option as it is read.

Part B

**SAY:** Which sentence shows negative 4?**READ** the options and **POINT TO** each option as it is read.

12

**SAY:** Here are circles and squares.**POINT TO** the picture.**ALT** The picture shows 3 circles, a colon, and 5 squares.**READ** the question and options, and **POINT TO** each option as it is read.

13

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

14

**POINT TO** the table.**SAY:** This table shows the costs of different snacks at a school's movie night.**POINT TO** each corresponding row of the table.**SAY:** 1 box of candy costs \$2.50. 1 bag of popcorn costs \$4.25.

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.



15

**POINT TO** the table.

**SAY:** This table shows that the temperature in Chicago is negative  $4^{\circ}$ , the temperature in New York City is negative  $6^{\circ}$ , the temperature in Palm Springs is  $87^{\circ}$ , and the temperature in Tampa is  $75^{\circ}$ .

**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 city has a temperature that is less than  $0^{\circ}$ ?

16

**POINT TO** the picture.

**SAY:** A student has the following items in his closet: 2 jump ropes, 3 tennis balls, and 1 tennis racket.

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.

17

**READ** the item.

**POINT TO** the picture.

**SAY:** 3 pencils + 8 pencils = what? Choose the correct answer and drag it to the box.

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

18

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





19

**SAY:** Here is a thermometer.

**POINT TO** the thermometer.

**SAY:** Choose the section of the thermometer that shows temperatures higher than 0 degrees.

**ALT** The picture shows a thermometer. It shows where 0 degrees is located on the thermometer, 1 section above 0 degrees, and 1 section below 0 degrees. The red bar is above 0 degrees.

**SAY:** Here is another thermometer.

**POINT TO** the thermometer.

**SAY:** Choose the section of the thermometer that shows temperatures lower than 0 degrees.

**ALT** The picture shows another thermometer. It shows where 0 degrees is located on the thermometer, 1 section above 0 degrees, and 1 section below 0 degrees. The red bar is below 0 degrees.



20

**POINT TO** the first picture.

**SAY:** Look at this star. This is one whole star.

**POINT TO** the second picture.

**SAY:** Here is  $\frac{1}{2}$  of a star.

Part A

**READ** the question.

**POINT TO** each option.

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

**ALT** The first choice shows 2 stars.

**SAY:** Or the second choice?

**ALT** The second choice shows 1 star and half of a star.

Part B

**READ** the question.

**POINT TO** each option.

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

**ALT** The first choice shows half of a star.

**SAY:** Or the second choice?

**ALT** The second choice shows 1 star and half of a star.

21

**SAY:** A teacher has 100 notebooks.

**POINT TO** the notebooks.

**SAY:** 40 of the notebooks are blue, and 60 of the notebooks are red.

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



22

**POINT TO** the small square.

**SAY:** Look at this picture. This is a picture of 1 square.

**READ** the direction.

**POINT TO** each option.

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

**ALT** The first choice shows 4 rows of 3 squares.

**SAY:** Or the second choice?

**ALT** The second choice shows 5 rows of 3 squares.

23

**POINT TO** the picture of the skateboard and the wheels.

**SAY:** One skateboard is made with 4 wheels.

Part A

**READ** the question.

**ALT** The picture shows 3 groups of 4 wheels.

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

Part B

**READ** the question.

**ALT** The picture shows 5 groups of 4 wheels.

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

**24**

Part A

**POINT TO** each corresponding part of the picture.**SAY:** There are 3 cats for every 5 dogs.**READ** the question and options, and **POINT TO** each option as it is read.

Part B

**READ** the item and **POINT TO** each option as it is read.**25****POINT TO** each picture.**SAY:** There are 365 books and 30 magazines in a store.

Part A

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

Part B

**READ** the item and **POINT TO** each option as it is read.**— End of test —**

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# Appendices

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## Appendix A: Graphics Attributions

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