

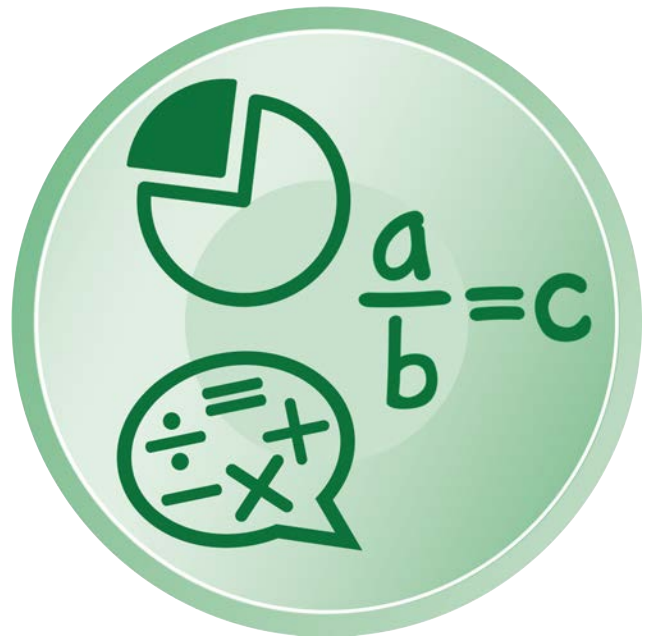
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# California Alternate Assessment

California Assessment of Student  
Performance and Progress



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



Grade 7, Practice Test



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## CAA for ELA and Mathematics Administration Notes

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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

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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 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

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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.)

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## Using the *Directions for Administration (DFA)*

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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
<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.)

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## Mathematical Symbols

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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	$3 \times 2$	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
<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

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## Administration Scripts for ELA Test Questions

### Passage

**SAY:** We will read about bus safety. 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 school bus.  
The picture shows a bus driver.*

After the passage has been read,

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

1

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

2

**SAY:** Which picture shows an idea from what we read? Riding a skateboard at a park is fun?

**POINT TO** the picture of a girl riding a skateboard.

**ALT** *The picture shows a girl riding a skateboard.*

**SAY:** It is helpful to turn in homework on time?

**POINT TO** the picture of a student doing homework.

**ALT** *The picture shows a student doing homework.*

**SAY:** Or, wearing your seat belt is important?

**POINT TO** the picture of a student putting on a seat belt.

**ALT** *The picture shows a student putting on a seat belt.*

3

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

**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 tells us how to be safe on a bus?



4

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

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

**ALT** *The picture shows James sleeping in his bed.*

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.

5

**SAY:** We will read a story titled “Class Helper.” 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 Ann smiling.*  
*The picture shows Ann with a stack of books.*

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. 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.



6

**SAY:** We will read a story titled “Science Poster.” 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 students from Ms. Garber’s class holding a poster.*

After the story has been read,

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

**SAY:** Which picture shows the poster? This picture?

**POINT TO** the picture of plants growing out of the ground.

**ALT** *The picture shows plants growing out of the ground. The Sun’s rays are shining on the plants.*

**SAY:** This picture?

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

**ALT** *The picture shows a mountain. There is rain falling from a cloud over the mountain.*

**SAY:** Or this picture?

**POINT TO** the picture of hills with rivers running through them.

**ALT** *The picture shows hills with rivers running through them. There is lava coming up from underneath the ground.*

### Passage

**SAY:** We will read a story titled “Henry and Armatron.” Follow along as I read aloud. Then I will ask you questions.

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

**ALT** *The picture shows Henry smiling.  
The picture shows a red robot with long arms.  
The picture shows a remote control for a robot.  
The picture shows a black and red robot with yellow eyes.*

After the story has been read,

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



7

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

8

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

**POINT TO** the item.

**SAY:** Listen as I read some sentences about the story. There are words missing from the sentences. You will complete the sentences.

**POINT TO** the first sentence.

**SAY:** This sentence says, “During the Metal Match, students use ‘blank.’”

**POINT TO** the blank yellow box.

**SAY:** During the Metal Match, students use remote controls?

**POINT TO** the option with the words “remote controls.”

**ALT** *The picture shows a remote control for a robot.*

**SAY:** Or, during the Metal Match, students use paintbrushes?

**POINT TO** the option with the word “paintbrushes.”

**ALT** *The picture shows several paintbrushes.*

**POINT TO** the second sentence.

**SAY:** The next sentence says, “The students try to knock down other ‘blank.’”

**POINT TO** the blank blue box.

**SAY:** The students try to knock down other plants?

**POINT TO** the option with the word “plants.”

**ALT** *The picture shows a green plant.*

**SAY:** Or the students try to knock down other robots?

**POINT TO** the option with the word “robots.”

**ALT** *The picture shows a black and red robot with yellow eyes.*



9

**SAY:** We will read about dragonflies. 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 dragonfly.*  
*The picture shows a dragonfly standing on a stick.*  
*The picture shows a dragonfly's eyes.*

After the passage has been read,

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

**POINT TO** the picture of the dragonfly's eyes.

**ALT** *The picture shows a dragonfly's eyes.*

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



10

**SAY:** We will read about telling time. Follow along as I read aloud. Then I will ask you some questions.

**READ** the passages aloud and **POINT TO** the corresponding pictures as the passages are read.

**ALT** *The picture shows a clock on a wall.  
The picture shows a watch on a person's wrist.*

After the passages have been read,

**SAY:** We have finished reading. Now I will ask you some questions. Listen as I read two sentences about telling time. A word is missing from each sentence. You will finish the sentences.

**POINT TO** the first sentence.

**SAY:** The first sentence says, “Writer 1 writes about using a ‘blank’ to tell time.”

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

**SAY:** Does Writer 1 write about using a painting to tell time?

**POINT TO** the option with the word “painting.”

**SAY:** Or does Writer 1 write about using a clock to tell time?

**POINT TO** the option with the word “clock.”

**SAY:** The second sentence says, “Writer 2 writes about using a ‘blank’ to tell time.”

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

**SAY:** Does Writer 2 write about using a ring to tell time?

**POINT TO** the option with the word “ring.”

**SAY:** Or does Writer 2 write about using a watch to tell time?

**POINT TO** the option with the word “watch.”

11

**SAY:** Listen as I read some sentences. Follow along as I read aloud.

**POINT TO** the picture.

**ALT** *The picture shows Jerry at the beginning of the line of students.*

**POINT TO** and **READ** the sentences.

**SAY:** Which words help us understand what “lead” [lĕd\] means? Pick two answers.

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

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

**SAY:** Which other word helps us understand what “lead” [lĕd\] means?

**Passage**

**SAY:** We will read about our government. 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 Congress where laws are written.  
The picture shows the President who carries out the laws of the country.  
The picture shows judges at the Supreme Court.*

**SAY:** Now we will read about our government. 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 laws written on a stack of papers.  
The picture shows Congress voting on new laws.  
Two pictures are shown. The first picture shows the President giving a speech. The second picture shows the President signing a new law.  
The picture shows judges in a courtroom making sure laws are fair.  
The picture shows the three branches of government. The first part shows that the President carries out laws. The middle part shows that Congress writes laws. The last part shows that the Supreme Court reviews laws.*

After the passage has been read,

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

**12**

**SAY:** Listen as I read a sentence about what we read. 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.



13

**SAY:** We will read sentences written by another writer about the United States government. Follow along as I read aloud.

**POINT TO** the sentences in the text box and **READ** the sentences 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 have the same idea as what we read?

14

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

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

15

**SAY:** We will read about some math heroes. 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 woman working at a desk.*

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.

16

**SAY:** We will read a story titled “New Flowers.” 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 flowers growing in a garden.*

After the story has been read,

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

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

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

**SAY:** Which other words help us to know what “bloom” means?





17

**SAY:** We will read a story titled “Warm Socks.” Follow along as I read aloud. Then I will ask you some questions.

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

**ALT** *The picture shows Daniel’s boots in the snow.  
The picture shows Daniel’s socks.*

After the story has been read,

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

**POINT TO** the picture of a pair of socks.

**ALT** *The picture shows a pair of socks.*

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.

18

**SAY:** We will read a story titled “Library Trip.” 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 Jonas carrying a large stack of books.  
The picture shows Gina holding a book.  
The picture shows Jonas looking at a book in the library.*

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.

**Passage**

**SAY:** We will read a story titled “Fixing the Flat.” First let’s read vocabulary from the story.

Proceed to the Vocabulary Preview.

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

**ALT** *The picture shows a flat tire on a bike.*

**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 Shane standing near a tree at the park.  
The picture shows Shane’s bike.  
The picture shows a flat tire on Shane’s bike.  
The picture shows Shane putting air into his bike tire using a pump.*

After the story has been read,

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

**19**

**ALT** *The picture shows a flat tire on Shane’s bike.*

**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 is Shane excited?

**20**

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

**ALT** *The picture shows Shane’s bike.*



21

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

**POINT TO** the item.

**SAY:** Listen as I read a sentence about Shane. 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 about early American crops. 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 colorful pieces of corn.*

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.

23

**SAY:** We will read what two different people wrote about Canada geese. Follow along as I read aloud. Then I will ask you questions.

Proceed to the paragraphs.

**READ** the paragraphs aloud and **POINT TO** the corresponding pictures as the paragraphs are read.

**ALT** *The picture shows a goose sitting in grass.  
The picture shows two geese honking.*

After the paragraphs have 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.



24

**SAY:** We will read about a man named Max Roach. 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 person writing music notes on a page.*

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:** Which other words help us understand what “composed” means?



25

**SAY:** We will watch a video and then read about an Alaskan trail race. Watch the video. This video has sound.

Play the video.

**ALT** [Before the video plays] *The video shows people and dogs in a dog sledding race. Then the video shows people wearing race numbers on their shirts as they get ready for a different race. Three kinds of races are shown with people running, riding bicycles, and snow skiing. Then people are shown at a race finish line.*

After the video has played,

**SAY:** Now we will read about the Alaskan trail race. 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:** This sentence says, “Racers travel by ‘blank’ and ‘blank.’” How do racers travel in the Alaskan trail race? Tell two ways.

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 two ways that racers travel.

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 two ways that the racers travel. I will type them on the computer/write them for you [or other wording familiar to the student].

If the student responds (correctly or incorrectly) with only one word,

**SAY:** What is another way that racers travel?

**SCORE** the student using the rubric on the next page.

**Scoring Rubric\***

<b>Score A</b>	<b>Score B</b>	<b>Score C</b>
The student provides two ways that racers travel. <b>Examples include:</b> running / biking / cycling / dog sledding / skiing / walking	The student provides one way that racers travel.	The student does not provide any ways that racers travel.

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

— End of test —

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## Administration Scripts for Mathematics Test Questions

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**1**

**POINT TO** the graph.

**SAY:** This bar graph shows the favorite lunches of some students.

**ALT** *The picture shows a bar graph titled “Favorite Lunches.” The graph shows that 8 students chose “Hamburger,” 4 students chose “Pizza,” and 7 students chose “Salad.”*

**POINT TO** each corresponding bar.

**SAY:** This bar shows “Hamburger.” This bar shows “Pizza.” This bar shows “Salad.”

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.

---

**2**

**POINT TO** the table.

**SAY:** This table shows the number of boxes and the number of snacks inside.

**POINT TO** the corresponding parts of the table.

**SAY:** 1 box has 8 snacks. 2 boxes have 16 snacks. There is a question mark for the number of snacks 3 boxes have. 4 boxes have 32 snacks.

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

---

**3**

**POINT TO** the table.

**SAY:** Look at this table. This table shows the number of hours a person worked walking dogs and the number of dogs walked.

**POINT TO** each corresponding row of the table.

**SAY:** In 1 hour, the person walked 4 dogs. The number of dogs walked in 2 hours is blank. In 3 hours, the person walked 12 dogs. In 4 hours, the person walked 16 dogs.

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

---





4

**POINT TO** the table.

**SAY:** Look at this table. This table shows that a sweater costs \$38.00 and a jacket costs \$46.00.

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

5

**POINT TO** the picture.

**SAY:** Look at this picture. The picture shows that a negative number times a positive number equals a negative number.

**POINT TO** the equation.

**SAY:**  $(-3) \times (4) = \text{what?}$

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

6

**POINT TO** the picture.

**SAY:** This picture shows the area of each side of a box, in square inches.

**ALT** The picture shows a box with 6 sides. The area of each side is labeled in square inches. The areas are 12, 12, 4, 4, 3, and 3.

**READ** the rest of the item.

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

**POINT TO** the first box.

**SAY:** Which math problem goes here?

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

**SAY:** Which number is the total area?

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



7

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

**POINT TO** each part of the number sentence as it is read.

**SAY:** 50 miles in 1 hour times 2 hours equals 100 miles.

**SAY:** Choose the words that make the sentences true.

Part A

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

Part B

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

8

**SAY:** Here is a pizza. The pizza is in the shape of a circle.

**POINT TO** the parts of the pizza.

**SAY:** The crust is the dark brown edge. The pepperoni and cheese is the part inside the edge.

**READ** the direction.

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

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

9

**POINT TO** the picture.

**SAY:** Look at this picture. There are 5 blueberries to 1 pancake.

**READ** the question.

**POINT TO** the equation.

**SAY:** 5 to 1 = how many to 6?

**POINT TO** each option.

**SAY:** Is it 5 blueberries to 6 pancakes?

11 blueberries to 6 pancakes?

Or 30 blueberries to 6 pancakes?



10

**POINT TO** the equation.

**SAY:** This number sentence shows that a positive number  $\times$  a negative number = a negative number.

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

11

**POINT TO** the picture.

**SAY:** A store had a sale for 20% off backpacks and purses. The regular price of a backpack is \$15.00, and the regular price of a purse is \$25.50.

Part A

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

Part B

**READ** the item.

**SAY:** The sale price of a purse is what?

**POINT TO** the box.

**SAY:** Enter your answer in the box.

12

**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 number sentence can be used?



13

**POINT TO** the bicycle.

**SAY:** Look at this picture.

**SAY:** One bicycle has 2 wheels.

**SAY:** Here are 3 bicycles.

**POINT TO** the 3 bicycles.

**READ** the question.

**POINT TO** the ratio.

**SAY:** 3 bicycles to how many wheels?

**POINT TO** each option.

**SAY:** Is it 3 bicycles to 3 wheels?

Or 3 bicycles to 6 wheels?

14

**SAY:** A student picked 10 flowers. She gave some to her teacher, then she had 7 flowers left.

**POINT TO** the picture.

**SAY:** 10 flowers minus a missing number equals 7 flowers.

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

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

**SAY:** Which other number sentence can be used?

15

**POINT TO** the table.

**SAY:** Look at this table. This table shows the number of students in each grade.

**POINT TO** each corresponding row of the table.

**SAY:** Grade 6 has 35 students. Grade 7 has 34 students. Grade 8 has 31 students.

**READ** the direction.

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

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



16

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.

17

**POINT TO** the picture of the quilt.

**SAY:** Look at this picture. A student uses 3 yards of fabric to make 1 quilt.

**POINT TO** the ratio.

**SAY:** 3 yards to 1 quilt

**READ** the question.

**POINT TO** the ratio.

**SAY:** 3 yards to 1 quilt = 27 yards to how many quilts?

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



18

**POINT TO** the math problem.

**ALT** *The picture shows 8 notebooks + question mark = 14 notebooks.*

**POINT TO** the 8 notebooks.

**SAY:** A student had 8 notebooks.

**POINT TO** the question mark.

**SAY:** The student bought more notebooks.

**POINT TO** the 14 notebooks.

**SAY:** Now the student has 14 notebooks.

Part A

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

**SAY:** Is it  $8 - a \text{ number} = 14$ ?

Is it  $8 + a \text{ number} = 14$ ?

Or is it  $14 + 8 = a \text{ number}$ ?

Part B

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

**SAY:** Is it  $2 - 14 = a \text{ number}$ ?

Is it  $2 - a \text{ number} = 14$ ?

Or is it  $14 - 2 = a \text{ number}$ ?

19

**POINT TO** the picture.

**SAY:** Look at this picture. The picture shows that a negative number divided by a negative number equals a positive number.

**POINT TO** the equation.

**SAY:**  $(-15) \div (-3) = \text{what?}$

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



20

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

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

**ALT** *The first choice shows a shaded circle with an arrow pointing to the shading.*

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

**ALT** *The second choice shows a circle with an arrow pointing to the border.*

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

**ALT** *The third choice shows a circle with an arrow pointing to the border.*

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

**ALT** *The fourth choice shows a shaded circle with an arrow pointing to the shading.*

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

**SAY:** Which other arrow points to the space inside of a circle?

21

**POINT TO** the picture.

**SAY:** This picture shows  $12 \div 4$ .

**ALT** *The picture shows 12 circles split into 4 equal groups.*

**READ** the question.

**POINT TO** each option.

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

**ALT** *The first choice shows 12 circles split into 3 equal groups.*

**SAY:** Or the second choice?

**ALT** *The second choice shows 12 circles split into 2 equal groups.*



22

**POINT TO** the graph.

**SAY:** Look at this graph. This is a bar graph that shows the types of movies that students liked.

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

**SAY:** 12 students liked “Action” movies. 10 students liked “Comedy” movies. 20 students liked “Fantasy” movies.

Part A.

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

Part B

**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.

23

**POINT TO** the picture.

**SAY:** Here are 3 baseballs and 4 footballs.

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

24

**POINT TO** the picture.

**SAY:** Look at this picture. The picture shows that a negative number divided by a negative number equals a positive number.

**POINT TO** the equation.

**SAY:**  $(-15) \div (-5) = \text{what?}$

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





25

**POINT TO** the first picture.

**SAY:** Look at this box. Here is the box when it is unfolded.

**ALT** *The picture shows a box unfolded into 2 squares and 4 rectangles.*

**READ** the question.

**POINT TO** each option.

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

**ALT** *The first choice is a square.*

**SAY:** Or the second choice?

**ALT** *The second choice is 2 squares and 4 rectangles.*

— End of test —

# Appendices

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## Appendix A: Graphics Attributions

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