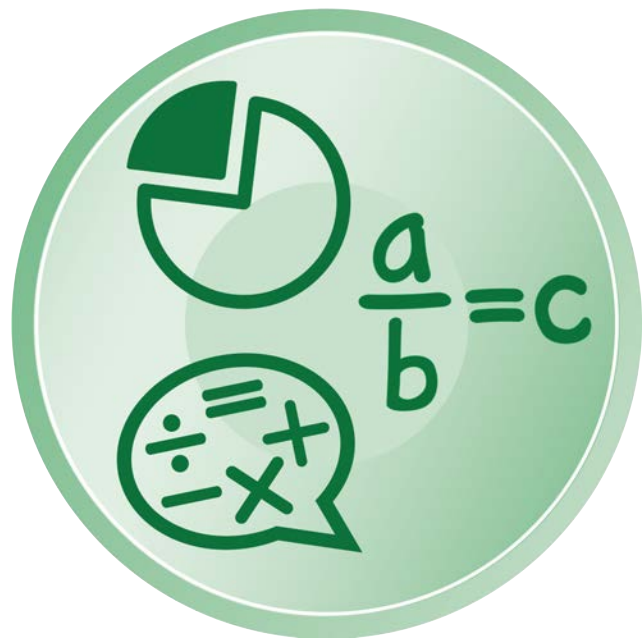


California Alternate Assessment

California Assessment of Student
Performance and Progress



English Language Arts/Literacy and Mathematics Directions for Administration



Grade 7, 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](#).

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Directions for Administration

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

This *DFA* contains directions and the specific scripts needed by test examiners to administer the online practice tests for the 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/

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Administration Scripts for ELA Practice 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 “Office Aide.” 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 Anna using a copy machine.

READ the story aloud.

After the story has been read,

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

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

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” [lēd] 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” [lēd] means?

Passage

SAY: We will read a passage titled “Pilates.” First let’s read vocabulary from the passage.

Proceed to the Vocabulary Preview.

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

ALT *The picture shows people doing a stretching exercise.
The picture shows a woman strengthening her muscles by balancing.*

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

Proceed to the passage.

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

ALT *The picture shows people doing a stretching exercise.
The picture shows three metal springs.
The picture shows a woman pulling weighted straps.
The picture shows a woman strengthening her muscles by balancing.*

After the passage has been read,

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



12

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

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

ALT *The picture shows a hospital bed.*

ALT *The picture shows workout equipment.*

ALT *The picture shows three metal springs.*

13

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

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



14

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

SAY: In what other ways can Pilates improve your health? Complete the sentence below.

POINT TO the sentence starter.

SAY: This sentence starter reads, “Pilates can improve your health by making your body strong and by . . .”

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 concluding 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 conclusion sentence. I will type the sentence on the computer/write it for you [or other wording familiar to the student].

SCORE the student using the rubric below.

Scoring Rubric*

Score A	Score B	Score C
The student completes the sentence using information from the passage. Examples include: reducing stress / helping you relax / helping your posture	The student attempts to complete the sentence.	The student does not attempt to complete the sentence.

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



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 read a passage titled “When the Sun Goes Dark” and watch a video. Then I will ask you a question.

READ the first three paragraphs of the passage and **POINT TO** the corresponding diagram as the paragraphs are read.

ALT *The picture shows the Moon between the Sun and the Earth. A shadow is shown on the Earth where the Moon blocks some of the Sun’s light.*

SAY: Now we will watch a video. The video shows a total eclipse. At the beginning of the video, the Sun is rotating. Then the Moon slowly moves in front of the Sun. At the end of the video, the Moon blocks almost all of the Sun’s light. Only a small ring of light shows around the edges of the Moon. This video has no sound. Watch the video.

Play the video.

READ the last two paragraphs of the passage and **POINT TO** the corresponding picture as the paragraphs are read.

ALT *The picture shows a partial eclipse. The Moon is blocking part of the Sun’s light.*

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

POINT TO the picture.

ALT *The picture shows the Moon between the Sun and the Earth. A shadow is shown on the Earth where the Moon blocks some of the Sun’s light.*

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 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

POINT TO the picture.

SAY: Here is a circle. The circle has a radius of 5 inches. That means $r = 5$.

Part A

POINT TO the equation.

SAY: $\text{Area} = 3 \times r \times r$.

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

Part B

POINT TO the equation.

SAY: $\text{Distance Around the Circle} = 2 \times 3 \times r$.

READ the item 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 blank box.

SAY: A teacher had some apples.

POINT TO the 2 apples.

SAY: She gave 2 apples away.

POINT TO the 3 apples.

SAY: Now she has 3 apples.

POINT TO each part of the picture.

SAY: Blank minus 2 apples equals 3 apples.

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

**12**

POINT TO the graph.

SAY: This graph shows the favorite stores of students.

POINT TO each corresponding bar.

SAY: There were 2 students who liked the clothing store. There were 5 students who liked the game store. There were 8 students who liked the shoe 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.

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.

SAY: This picture shows 5×2 .

ALT The picture shows 5 rows of 2 hats.

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

SAY: Is it this picture?

ALT The picture shows 2 rows of 2 hats.

SAY: Or is it this picture?

ALT The picture shows 4 rows of 2 hats.

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 $8 - \text{a number} = 14$?

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

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

Part B

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

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

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

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



19

POINT TO the picture.

SAY: These 10 shirts belong to students.

Part A

POINT TO the 4 team jerseys.

SAY: 4 of the 10 students played on a basketball team and wore team jerseys.

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

Part B

POINT TO the 6 regular shirts.

SAY: 6 of the 10 students did not play on the basketball team and wore regular shirts.

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

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.

ALT The picture shows a box.

POINT TO the second picture.

SAY: 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 —

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Appendices

Appendix A: Graphics Attributions

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