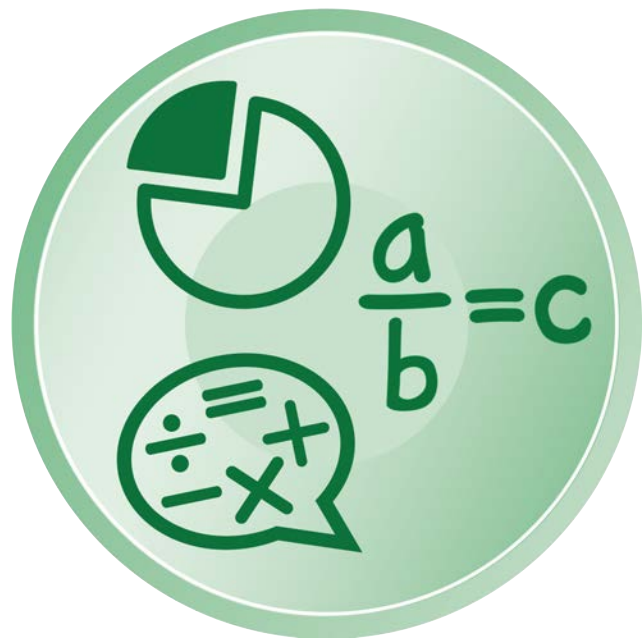


California Alternate Assessment

California Assessment of Student
Performance and Progress



English Language Arts/Literacy and Mathematics Directions for Administration



Grade 8, 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 Carrizo Plain. 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 some land with grass and mountains called Carrizo Plain.*
The picture shows a burrowing owl sitting in a hole in the ground.
The picture shows a small kit fox with ears that stick up.

SAY: Now we will read about Carrizo Plain. 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 some land with grass and mountains called Carrizo Plain.*
Two pictures are shown. The first picture shows a burrowing owl sitting in a hole in the ground. The second picture shows a small kit fox with ears that stick up.
The picture shows a field of flowers at Carrizo Plain.

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.

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

SAY: Which other words tell us about Carrizo Plain?



2

SAY: Which animals can be found at Carrizo Plain? Pick two answers. A sea turtle?

POINT TO the picture of a sea turtle.

ALT *The picture shows a sea turtle swimming in the ocean.*

SAY: A burrowing owl?

POINT TO the picture of a burrowing owl.

ALT *The picture shows a burrowing owl sitting in a hole in the ground.*

SAY: A kit fox?

POINT TO the picture of a small kit fox.

ALT *The picture shows a small kit fox with ears that stick up.*

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

SAY: Which other animal can be found at Carrizo Plain?

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.

4

SAY: We will read two paragraphs about ways people move through the water.
Follow along as I read aloud. Then I will ask you a question.

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

ALT *The picture shows a boat going fast.*
The picture shows people in a canoe using paddles to move.

After the paragraphs have been read,

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

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



5

SAY: We will read about how to make no bake cookies.

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

ALT *The picture shows a plate of chocolate cookies.*
The picture shows a person stirring a chocolate mixture on a stove.
The picture shows a chocolate mixture with oats in it.
The picture shows chocolate cookies on a sheet of wax paper.

After the passage has been read,

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

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

ALT *The picture shows a person reading directions from a cookbook.*

ALT *The picture shows a basketball game.*

ALT *The picture shows a tablet playing a video about cookies.*

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

SAY: Where else can we learn about other kinds of no bake cookies?

6

SAY: We will read about hot air balloons and airplanes. Follow along as I read aloud. Then I will ask you a question.

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

ALT *The picture shows a hot air balloon floating in the air.*
The picture shows an airplane flying in the air.

After the passages have been read,

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

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



7

SAY: We will read a story titled “A Special Run.” 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 playground and a bench at a park.
The picture shows Hana with a group of her friends at the park.

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 Hana smiling.

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

8

SAY: We will read about water. 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 teenage boy washing his hands.
The picture shows several elephants standing in water. Some elephants are drinking 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.

ALT The picture shows a sports car.

ALT The picture shows a dog drinking from a bowl.

ALT The picture shows a tree with no leaves.



9

SAY: We will read about arcades. 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 arcade where people are playing video games.*

The picture shows a person pushing buttons to play a video game.

The picture shows some teenagers playing arcade games.

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 “Mia’s Blocks.” First let’s read vocabulary from the story.

Proceed to the Vocabulary Preview.

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

ALT *The picture shows a game that is a tower made of many blocks.*

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

Proceed to the story.

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

ALT *The picture shows the block game.*

The picture shows Mia setting up the tower of blocks.

The picture shows Tim looking at the blocks. Mia watches Tim.

The picture shows Mia taking out a block.

The picture shows when the tower falls.

After the story has been read,

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



10

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

11

SAY: Listen as I read some sentences from the story. Follow along as I read aloud.

POINT TO the picture and the sentences in the text box and **READ** the sentences aloud.

ALT *The picture shows Tim looking at the blocks. Mia watches Tim.*

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

12

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

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

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

ALT *The picture shows a block game.*

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

**Passage**

SAY: We will read a story titled “Lucas Goes Shopping.” 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 Lucas.*

The picture shows a supermarket where people can buy groceries.

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 Lucas riding his bike to the supermarket.*

The picture shows Lucas holding a shopping basket and a bottle of water.

The picture shows Lucas in line to pay for his items. There are other people in line in front of him.

The picture shows Lucas outside the supermarket drinking a bottle of water.

After the story has been read,

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

13

SAY: Listen as I read some sentences from the story. Follow along as I read aloud.

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

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.

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

SAY: Which other word helps us understand the meaning of the word “specific”?

**14**

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.

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.

15

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

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

**Passage**

SAY: We will read about a place in New York called Springwood. 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 large home called Springwood.
The picture shows President Franklin D. Roosevelt.*

SAY: Now we will read about Springwood. 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 *Two pictures are shown. The first picture shows President Franklin D. Roosevelt. The second picture shows President Roosevelt's home in New York called Springwood.
The picture shows the outside of the Presidential Library and Museum at Springwood.
The picture shows the rose garden at Springwood.*

After the passage has been read,

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

16

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.

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

SAY: What else can visitors see at Springwood?

17

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



18

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

SAY: Where can we learn more about Springwood? Pick two answers. A Web site about US presidents?

POINT TO the picture of a Web site.

SAY: A book about national parks in New York state?

POINT TO the picture of a book.

SAY: A video about historic homes?

POINT TO the picture of a video.

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

SAY: Where else can we learn more about Springwood?

19

SAY: We will watch a video and then read about sunscreen. Watch the video. There is no sound in this video.

Play the video.

ALT [Before the video plays] *The video shows a man putting sunscreen on his face.*

After the video has played,

SAY: Now we will read about sunscreen. Follow along as I read aloud.

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

ALT *The picture shows a tube of sunscreen.*

After the passage 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.



20

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

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

ALT *The picture shows a recycle bin filled with paper items like newspapers and paper bags.*

After the passage is read,

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

SAY: What are some examples of paper products that can be recycled? Write two examples from the information that we read.

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

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

SAY: Use the computer/your device [or other familiar word] to write two examples from what we read of paper products that can be recycled.

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 examples from what we read of paper products that can be recycled. I will type them on the computer/write them for you [or other wording familiar to the student].

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

SAY: What is another paper product that can be recycled?

SCORE the student using the rubric below.

Scoring Rubric*

Score A	Score B	Score C
The student writes two examples from the passage of paper products that can be recycled. Examples include: newspapers / old notes / torn wrapping paper / junk mail / paper bags	The student writes only one example from the passage of a paper product that can be recycled.	The student does not attempt to write any examples from the passage of paper products that can be recycled.

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



21

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

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

READ the passage aloud.

ALT *The picture shows a drawing of Babe Ruth.*

After the passage has been read,

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

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.

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

SAY: How else do we know this is true?



22

SAY: We will read two paragraphs about tiny houses. Follow along as I read aloud. Then I will ask you questions.

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

ALT *The picture shows a tiny house with flowers by the windows.
The picture shows a tiny house with a table and chairs outside.
The picture shows the small kitchen in a tiny house with only a few cabinets.*

After the paragraphs have been read,

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

POINT TO Part A and Part B of the item.

SAY: There are words missing from each of these sentences. You will complete each sentence.

Part A

POINT TO the picture and the sentence in Part A.

ALT *The picture shows a tiny house with flowers by the windows.*

SAY: This sentence says, “The writer of Paragraph 1 thinks that buying a tiny house will ‘blank.’” Does the writer of Paragraph 1 think that buying a tiny house will save you money?

POINT TO option A.

SAY: Or make you unhappy?

POINT TO option B.

Part B

POINT TO the picture and the sentence in Part B.

ALT *The picture shows a tiny house with a table and chairs outside.*

SAY: This sentence says, “The writer of Paragraph 2 thinks that a tiny house has ‘blank.’” Does the writer of Paragraph 2 think that a tiny house has too little space?

POINT TO option A.

SAY: Or a beautiful yard?

POINT TO option B.



23

SAY: We will read a definition for the word “schedule.” Follow along as I read aloud.
Then I will ask you a question.

READ the definition aloud.

After the definition has been read,

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

POINT TO the picture of the calendar.

ALT *The picture shows a calendar with the days of the week at the top.
A person’s hands are adding notes to days on the calendar.*

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



24

SAY: We will read about George Washington. 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 George Washington.
The picture shows an important government paper.*

After the passage has been read,

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

SAY: Listen as I read two sentences about what we read. A word is missing from each sentence. You will finish each sentence. The first sentence says, “George Washington helped to blank our government.”

POINT TO the blank yellow box.

SAY: George Washington helped to talk to our government?

POINT TO the yellow box with the words “talk to.”

SAY: Or, George Washington helped to set up our government?

POINT TO the yellow box with the words “set up.”

SAY: The next sentence says, “He helped blank important government papers.”

POINT TO the blank blue box.

SAY: He helped write important government papers?

POINT TO the blue box with the word “write.”

SAY: Or, he helped fold important government papers?

POINT TO the blue box with the word “fold.”



25

SAY: We will read about the Brooklyn Bridge. 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 the Brooklyn Bridge in New York City.
The picture shows people crossing the Brooklyn Bridge in cars and on bicycles.*

After the passage has been read,

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

POINT TO the text box.

SAY: Listen as I read the beginning of a list. Follow along as I read aloud.

POINT TO and **READ** the information in the text box 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 reason could be added to the list supporting what the writer thinks about traveling across the Brooklyn Bridge?

— End of test —



Administration Scripts for Mathematics Practice Test Questions

1

SAY: Which number line shows 2 point 5?

POINT TO each option.

SAY: Is it the first choice?

ALT *The first choice is a number line with a point between 2 and 3.*

SAY: Or the second choice?

ALT *The second choice is a number line with a point at 4.*

2

POINT TO the house on the grid.

ALT *The picture shows a grid. There is a house on the axis that goes from left to right.*

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

SAY: Is it on the x-axis or on the y-axis?

3

SAY: This graph shows the total number of cards a student sent after different numbers of days.

POINT TO the corresponding points on the graph.

SAY: The graph has points on a line showing that the student sent 0 cards after 0 days, 6 cards after 1 day, and 12 cards after 2 days.

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.



4

READ the question.

ALT The picture shows a number line labeled from 0 to 5 by ones.
Point X, point Y, and point Z are on the number line.

POINT TO each option.

SAY: Is it Point X?

ALT Point X is between 0 and 1.

SAY: Is it Point Y?

ALT Point Y is between 2 and 3.

SAY: Or is it Point Z?

ALT Point Z is between 3 and 4.

5

READ the direction.

POINT TO the first option.

SAY: This table shows 1 cat has 1 bowl and 2 cats have 2 bowls.

POINT TO the second option.

SAY: This table shows 1 cat has 2 bowls and 2 cats have 3 bowls.

POINT TO each option.

SAY: Is it the first choice? Or the second choice?

6

POINT TO each corresponding part of the number sentence.

SAY: $6 \times \text{a number} = 54$.

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

SAY: Enter your answer in the box.



7

Part A

POINT TO the graph.**SAY:** Look at this graph.**POINT TO** each corresponding part of the graph.**SAY:** Here is the point (0, 2). Here is the point (3, 4). Here is the point (6, 6). A line goes through these points.**SAY:** Where does the line cross the y -axis?**POINT TO** the box.**SAY:** Choose the correct point and drag it to the box.**READ** the sentence with each option inserted, and **POINT TO** each option as it is read.

Part B

POINT TO each corresponding part of the graph.**SAY:** The line on the graph goes up and to the right. This part shows the “rise” of the line. It is 2 vertical units. This part shows the “run” of the line. It is 3 horizontal units.**SAY:** The rate of change of a line is rise over run. What is the rate of change of this line?**SAY:** Choose the correct rate and drag it to the box.**READ** the sentence with each option inserted, and **POINT TO** each option as it is read.

8

POINT TO the graph.**SAY:** This graph shows the numbers of birds a student saw during different hours.**POINT TO** each point on the graph.**SAY:** At 2:00, she saw 6 birds. At 4:00, she saw 10 birds. At 6:00, she saw 12 birds. At 8:00, she saw 2 birds.**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 is correct?



9

POINT TO the boxes.

SAY: Look at these boxes.

ALT The picture shows two boxes. Box A is larger than Box B.

SAY: Choose the word that makes each sentence true.

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.

10

POINT TO the graph.

SAY: Look at this graph.

POINT TO each corresponding part of the graph.

SAY: Here is the point (0, 6). Here is the point (2, 3). Here is the point (4, 0). A line goes through these points. This part shows the “rise” of the line. It is 3 vertical units. This part shows the “run” of the line. It is 2 horizontal units. The line goes down and to the right.

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

11

POINT TO the picture.

SAY: Here is a picture of a pencil.

ALT The picture shows a long, thin pencil.

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

SAY: Is it the first choice?

ALT The first choice shows a short, fat pencil.

SAY: Or is it the second choice?

ALT The second choice shows a long, thin pencil.



12

POINT TO the picture.

SAY: Look at this box. The length is 8 feet. The width is 10 feet. The height is 7 feet.

POINT TO each corresponding part of the equation.

SAY: Volume = $L \times W \times H$.

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.

13

SAY: Which arrow shows 1.8?

POINT TO the number line.

ALT The picture shows a number line with 3 arrows. Arrow A shows a point between 0.5 and 1. Arrow B shows a point between 1 and 1.5. Arrow C shows a point between 1.5 and 2.

READ each option and **POINT TO** the corresponding place on the number line as each option is read.

14

READ the direction.

POINT TO each option.

SAY: Is it the first choice?

ALT The first choice shows a small arrow and a big arrow.

SAY: Is it the second choice?

ALT The second choice shows a big star and a small star.

SAY: Or is it the third choice?

ALT The third choice shows 2 pentagons of equal size.



15

POINT TO the picture.

SAY: Here is a picture of a can.

POINT TO each dimension.

SAY: The area of the base is 12 square inches. The height is 5 inches.

POINT TO the formula.

SAY: Volume = Area of Base \times Height.

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

16

POINT TO the graph.

SAY: This graph shows the total number of miles a teacher has walked.

POINT TO each corresponding part of the graph.

SAY: This is the point (0, 0). It means that in 0 days, the teacher walked 0 miles. This is the point (1, 3). It means that in 1 day, the teacher walked 3 miles. This is the point (2, 6). It means that in 2 days, the teacher walked 6 miles. This line starts at (0, 0), passes through (1, 3) and (2, 6), and goes up and to the right.

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 sentence is true?

17

POINT TO the scatterplot.

SAY: Look at this scatterplot. It shows the cost of different numbers of bracelets.

POINT TO each corresponding point on the graph.

SAY: 0 bracelets cost \$0. 1 bracelet costs \$1. 2 bracelets cost \$2. 3 bracelets cost \$3. 4 bracelets cost \$4. 5 bracelets cost \$5. 6 bracelets cost \$6.

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.



18

POINT TO each corresponding part of the number sentence.

SAY: $5 + \text{a number} = 8$.

READ the question.

SAY: Choose the correct number and drag it to the box.

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

19

POINT TO the graph.

SAY: This graph shows how many bags of apples a farmer sold on the first 5 days of a month.

POINT TO each corresponding point.

SAY: The farmer sold 40 bags on the 1st day. The farmer sold 40 bags on the 2nd day. The farmer sold 40 bags on the 3rd day. The farmer sold 40 bags on the 4th day. The farmer sold 40 bags on the 5th day.

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.



20

POINT TO the table.

SAY: Look at this table. The table shows the number of cards a person had in a collection each year.

POINT TO each corresponding row of the table.

SAY: In Year 1, there were 25 cards. In Year 2, there were 50 cards. In Year 3, there were 75 cards. In Year 4, there were 75 cards. In Year 5, there were 150 cards.

POINT TO the scatterplot.

SAY: Here is a scatterplot that matches the table.

POINT TO each corresponding point on the graph.

SAY: Here is the point (1, 25). Here is the point (3, 75). Here is the point (4, 75). Here is the point (5, 150).

READ the question.

POINT TO each option.

SAY: Is it (2, 50)?

Is it (2, 150)?

Or is it (6, 50)?

21

POINT TO the graph.

SAY: This graph shows the number of bikers and the number of runners in the city race.

ALT The picture shows a bar graph titled “City Race.” The bar for “Bikers” goes to 20. The bar for “Runners” goes to 50.

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.

**22**

POINT TO the picture.

SAY: Here is a picture of a rectangle and a square.

POINT TO the rectangle.

SAY: The rectangle has a length of 7 inches and a width of 4 inches.

POINT TO the square.

SAY: The square has a length of 4 inches and a width of 4 inches.

Part A

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

Part B

POINT TO the formula.

SAY: $\text{Area} = L \times W$.

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

23

POINT TO the graph.

SAY: Look at this graph. The graph shows the number of pencils in different numbers of boxes.

POINT TO each corresponding point on the graph.

SAY: Here is the point (2, 10). This means that in 2 boxes, there are 10 pencils. Here is the point (0, 0). Here is the point (1, 5). Here is the point (3, 15). Here is the point (4, 20).

Part A

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

Part B

SAY: Choose the word that makes the sentence true.

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



24

POINT TO the box.

SAY: Look at this box.

POINT TO each corresponding dimension of the box.

SAY: The box has a length of 10 inches, a width of 8 inches, and a height of 2 inches.

POINT TO each corresponding formula.

SAY: Volume = $L \times W \times H$. The volume of this box = $10 \times 8 \times 2$.

SAY: Choose the number that makes the sentence true.

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

25

POINT TO the graph.

SAY: Look at this graph.

POINT TO each corresponding axis of the grid.

SAY: The line crosses the left-and-right axis at (5, 0). The line crosses the up-and-down axis at (0, 4).

SAY: Choose the number that makes the sentence true.

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

— End of test —

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Appendices

Appendix A: Graphics Attributions

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