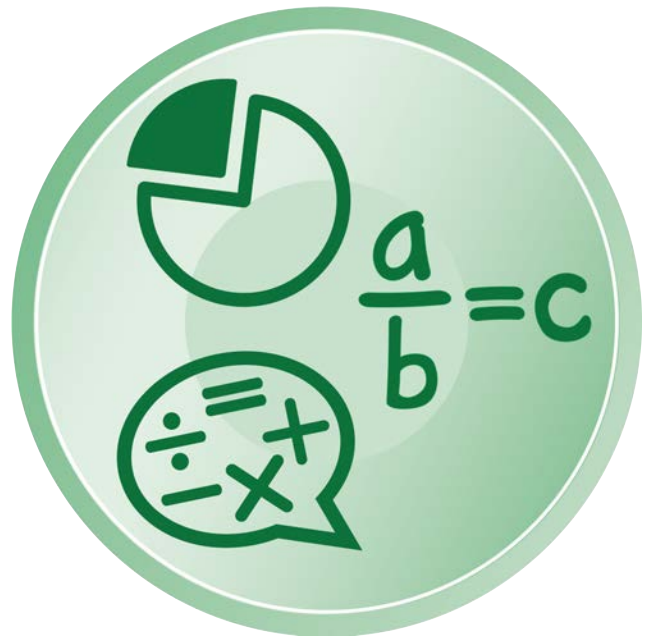

California Alternate Assessment

California Assessment of Student
Performance and Progress



English Language Arts/Literacy and Mathematics Directions for Administration



Grade 11, Practice Test



CAA for ELA and Mathematics Administration Notes

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

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 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

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.)

Using the *Directions for Administration (DFA)*

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
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

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	3×2	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
²	3^2	three squared
-	-2	negative two
³	2^3	two cubed
°	5°	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 the bearded dragon. 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 lizard called a bearded dragon resting on a tree branch.*

The picture shows a bearded dragon's bumpy skin on its chin.

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

Proceed to the passage.

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

ALT *The picture shows a bearded dragon resting on a tree branch.*

The picture shows a bearded dragon's bumpy skin on its chin.

The picture shows two bearded dragons on a tree branch; a dish of water is beside the branch.

After the passage is read,

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

1

POINT TO the picture of the bearded dragons on a tree branch.

ALT *The picture shows two bearded dragons on a tree branch; a dish of water is beside the branch.*

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

2

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



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.

Passage

SAY: We will read about bowling. 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 teenage boy rolling a bowling ball.*
The picture shows bowling pins set up and ready to be knocked down.
The picture shows the lanes of a bowling alley.

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

Proceed to the passage.

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

ALT *The picture shows a teenage boy rolling a bowling ball.*
The picture shows the lanes of a bowling alley.
The picture shows bowling pins set up and ready to be knocked down.
The picture shows a person rolling a bowling ball.
The picture shows a bowling ball knocking down bowling pins.
The picture shows people of different ages laughing and smiling as they bowl together.

After the passage has been read,

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



4

SAY: How does a player get points in bowling? By moving game pieces?

POINT TO the picture of the game pieces for a board game.

ALT *The picture shows game pieces for a board game.*

SAY: By hitting a target?

POINT TO the picture of a target with archery arrows in it.

ALT *The picture shows a target with archery arrows in it.*

SAY: Or by knocking down pins?

POINT TO the picture of a ball knocking down pins.

ALT *The picture shows a ball knocking down pins.*

5

SAY: Now we will watch a video. Then I will ask you a question. Watch the video.
There is no sound in this video.

Play the video.

ALT *[Before the video plays] The video shows a person rolling a ball down a bowling lane. The ball knocks down some of the pins.*

After the video has played,

SAY: What does a player do with the bowling ball?

6

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

POINT TO the picture.

ALT *The picture shows people of different ages laughing and smiling as they bowl together.*

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 about bowling?



7

SAY: We will read about cats. 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 cat reaching for a ball.
The picture shows a girl holding up a treat for a cat.*

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 girl holding up a treat for a cat.*

ALT *The picture shows a cat riding in an airplane.*

ALT *The picture shows a cat sitting next to an open book.*

8

SAY: We will read about baskets. 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 baskets of different shapes and sizes.
The picture shows a person using grass to make a basket.
The picture shows a person using vines to braid a basket.*

After the passage has been read,

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

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

**Passage**

SAY: We will read a story titled “First Job Blues.” First let’s read vocabulary from the story.

Proceed to the Vocabulary Preview.

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

ALT *The picture shows a grocery store.
The picture shows avocados.
The picture shows Carol, the grocery store manager.
The picture shows Sara working in a grocery store.*

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

Proceed to the story.

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

ALT *The picture shows a grocery store.
The picture shows avocados.
Two pictures are shown. The first picture shows Carol, the grocery store manager. The second picture shows grocery store shelves with bananas, apples, and oranges.
The picture shows Sara writing down notes about her job.
The picture shows Sara smiling as she works in a grocery store.*

After the story has been read,

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

9

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

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

SAY: What other job does Sara have trouble with?

10

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



11

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

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.

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 “persist”?

Passage

SAY: We will read a story titled “Action in the Neighborhood.” First let’s read vocabulary from the story.

Proceed to the Vocabulary Preview.

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

ALT *The picture shows a woman named Rose looking outside a window onto the street.*

The picture shows different kinds of film equipment like a camera, a microphone, and a light.

The picture shows a movie director who is in charge of making movies.

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 Rose looking outside a window onto the street.*

The picture shows different kinds of film equipment like a camera, a microphone, and a light.

The picture shows a makeup artist putting makeup on an actor’s face.

The picture shows a movie director who is in charge of making movies.

The picture shows a movie set on a street. One man is operating a camera. Other people are standing watching the filming.

After the story has been read,

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



12

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

13

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

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

SAY: What else happens at the beginning of the story?

14

SAY: Now I will ask you two more questions about this story. 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 a movie director who is in charge of making movies.*

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 phrase helps us understand the meaning of the word “disrupt”?

**Passage**

SAY: We will read about Old Faithful. First let's read vocabulary.

Proceed to the Vocabulary Preview.

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

ALT *The picture shows a geyser that shoots steam and water into the air from an underground hot spring.*

SAY: Now we will read about Old Faithful. Follow along as I read aloud. Then I will ask you questions.

Proceed to the passage.

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

ALT *The picture shows a sign for Yellowstone National Park.*
The picture shows a geyser that shoots steam and water into the air from an underground hot spring.
The picture shows people gathered to watch an eruption of Old Faithful.
The picture shows a clock with prediction times for the next eruption of Old Faithful.
The picture shows a large eruption of steam and water from Old Faithful.

After the passage has been read,

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

15

POINT TO the picture.

ALT *The picture shows a sign for Yellowstone National Park.*

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

16

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 does the writer think Old Faithful is fascinating to see?



17

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

POINT TO the picture and the chart.

ALT *The picture shows a geyser that shoots steam and water into the air from an underground hot spring.*

POINT TO the “When” box in the chart.

SAY: When Old Faithful erupts, then something happens afterward.

POINT TO the “Then” box in the chart.

SAY: What happens when Old Faithful erupts?

POINT TO and **READ** each option.

18

SAY: We will read about Mono Lake. 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 Mono Lake in California.
The picture shows limestone formations along the shore at Mono Lake.*

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 about cycling. First let's read vocabulary.

Proceed to the Vocabulary Preview.

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

ALT *The picture shows a person riding a bike.*

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

Proceed to the passage.

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

ALT *The picture shows a person riding a bike.*
The picture shows a man wearing work clothes and a helmet as he rides a bike.
The picture shows a street with lanes for cars and buses and a lane for cyclists.
The picture shows a man and a woman riding their bikes.

After the passage has been read,

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

19

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 did the author write this story?

20

SAY: Now we will watch a video. Watch the video. Then I will ask you a question.
There is sound in this video.

Play the video.

ALT [Before the video plays] *The video shows a man and a woman talking to each other while cycling on a sidewalk.*

After the video has played,

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



21

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

POINT TO the picture and the chart.

ALT *The picture shows a man and a woman riding their bikes.*

POINT TO the “If” box in the chart.

SAY: If more people cycle,

POINT TO the first “Then” box in the chart.

SAY: Then there is less traffic.

POINT TO the blank “Then” box in the chart.

SAY: What else happens when more people cycle?

POINT TO and **READ** each option.



22

SAY: We will read about continuing your education. 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 group of people learning American Sign Language.*
The picture shows a teenage girl at a woodworking class.
The picture shows a teenage girl learning to play tennis.

After the passage has been read,

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

SAY: What continuing education classes can people choose to join? Write two answers.

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 answers.

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 continuing education classes people can choose to join. I will type them on the computer/write them for you [or other wording familiar to the student].

If the student responds with only one continuing education class (correctly or incorrectly),

SAY: What is another continuing education class that people can choose to join?

SCORE the student using the rubric below.

Scoring Rubric*

Score A	Score B	Score C
The student provides two classes that people can choose to join. Examples include: Spanish class / American Sign Language / woodworking class / jewelry class	The student provides only one class that people can choose to join.	The student does not provide any classes that people can choose to join.

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



23

SAY: We will read about riding the city bus. 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 city bus at a bus stop.
The picture shows a bus stop sign.
The picture shows the bus number on the front of a bus.
The picture shows a person paying a bus fare.
The picture shows a young woman in a wheelchair riding on a city bus.*

After the passage has been read,

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

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

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

SAY: Why else did the author write about city buses?

24

SAY: We will read about the California pitcher plant and then watch a video. Follow along as I read aloud.

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

READ the passage aloud.

ALT *The picture shows a California pitcher plant.*

After the passage has been read,

SAY: We have finished reading. Now we will watch a video. There is no sound in this video. Watch the video.

Play the video.

ALT *The video shows a bug landing on the California pitcher plant. The bug enters the plant's opening and then falls into the plant's long tube.*

After the video has played,

SAY: Now I will ask you a question.

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

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

SAY: What else helps the California pitcher plant trap bugs?



25

SAY: We will read about an animal called a platypus. 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 platypus.
The picture shows the face of a platypus.*

After the passage has been read,

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

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

— End of test —



Administration Scripts for Mathematics Test Questions

1

READ the question.

POINT TO each option.

SAY: Is it the first choice?

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

SAY: Or the second choice?

ALT *The second choice shows 3 rows of 3 circles.*

2

SAY: Look at this set of numbers.

READ and **POINT TO** each number in the set.

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

3

SAY: A teacher gave 3 cookies to each of his students. Altogether, the teacher gave 27 cookies to students.

POINT TO the equation.

SAY: $3 \times \text{a number} = 27$.

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



4

POINT TO the table.

SAY: A student went on a hiking trip. The student hiked 3 miles each hour.

POINT TO each corresponding row.

SAY: In 1 hour, the student hiked 3 miles. In 2 hours, the student hiked 6 miles. The number of miles the student hiked in 3 hours is not shown. In 4 hours, the student hiked 12 miles. The number of miles the student hiked in 5 hours is not shown.

Part A

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

Part B

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

5

POINT TO the table.

SAY: Look at this table. This table shows the number of sheets of different colors of copy paper.

POINT TO each corresponding row of the table.

SAY: White paper, 50 sheets. Green paper, 45 sheets. Pink paper, 30 sheets.

POINT TO the bar graph.

SAY: This bar graph matches the table.

POINT TO the bar for “Green.”

SAY: There are 45 sheets of green paper, so the bar for “Green” goes to 45.

READ the question.

SAY: Choose the correct labels and drag them to the boxes.

POINT TO the first bar on the graph.

SAY: This bar goes to 50. Which label should be used for this bar?

READ and **POINT TO** each option.

POINT TO the third bar on the graph.

SAY: This bar goes to 30. Which label should be used for this bar?

READ and **POINT TO** each option.



6

POINT TO the picture.

SAY: Look at this rectangle.

POINT TO each corresponding dimension.

SAY: The length is 9 feet. The width is 5 feet.

Part A

READ the item.

POINT TO the second formula.

SAY: 1 foot = 12 inches.

POINT TO the box.

SAY: Enter your answer in the box.

Part B

READ the item.

POINT TO the first formula.

SAY: 1 yard = 3 feet.

READ and **POINT TO** each option.

7

READ the question.

SAY: Choose the correct math problems and drag them to the boxes.

POINT TO the first picture.

SAY: 4 batteries + what = 8 batteries?

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

POINT TO the second picture.

SAY: 4 pencils + what = 12 pencils?

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



8

POINT TO the triangle.

SAY: Here is a picture of a right triangle.

READ the question.

POINT TO each option.

SAY: Is it X?

ALT *The part of the triangle that goes up and down is labeled “X.”*

SAY: Or is it Y?

ALT *The corner of the triangle is labeled “Y.”*

9

POINT TO the table.

SAY: Look at this table. The table shows how many inches are in different numbers of feet.

POINT TO each corresponding row of the table.

SAY: 1 foot is equal to 12 inches. 2 feet are equal to 24 inches. 3 feet are equal to 36 inches.

POINT TO the desk.

SAY: This desk is 2 feet wide.

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.



10

POINT TO the table.

SAY: Look at this table. This table shows the number of apples sold each day.

POINT TO each corresponding row of the table.

SAY: “Monday,” 8 apples. “Tuesday,” 5 apples. “Wednesday,” 8 apples. “Thursday,” 5 apples. “Friday,” 4 apples.

SAY: To find the average, add all numbers of apples together and divide by 5.

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.

11

READ the item.

POINT TO each option.

SAY: Is it the first choice?

ALT *The first choice shows 5 rows of 5 circles.*

SAY: The second choice?

ALT *The second choice shows 4 rows of 4 circles.*

SAY: Or the third choice?

ALT *The third choice shows 3 rows of 3 circles.*



12

POINT TO the table.

SAY: Look at this table. This table shows the total sales for each month.

POINT TO each corresponding row of the table.

SAY: “January,” \$150. “February,” \$200. “March,” \$150. “April,” \$250. “May,” \$100.

READ the direction.

POINT TO the bar for “January.”

SAY: The sales were \$150 in January, so the bar for “January” goes to 150.

POINT TO the bar for “February.”

SAY: The sales were \$200 in February, so the bar for “February” goes to 200.

POINT TO the bar for “April.”

SAY: The sales were \$250 in April, so the bar for “April” goes to 250.

POINT TO the space for “March.”

SAY: What number should the bar for “March” go to?

POINT TO the space for “May.”

SAY: What number should the bar for “May” go to?

13

READ the item.

POINT TO the box.

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.



14

POINT TO the picture.

SAY: Look at this cube. The volume of the cube is 64 cubic inches.

Part A

POINT TO the picture.

SAY: Here is the top of the cube.

POINT TO each corresponding dimension.

SAY: The length is not shown. The width is 4 inches.

SAY: The area of the top of the cube is 16 square inches.

POINT TO the equation.

SAY: A missing number $\times 4 = 16$.

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

Part B

READ the item.

POINT TO the math problem.

SAY: $4 \times$ a missing number = 64.

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

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

15

SAY: Look at this graph. This graph shows the distance a person traveled each hour.

POINT TO each corresponding point on the graph.

SAY: In 1 hour, the person traveled 20 miles. In 2 hours, the person traveled 40 miles. In 3 hours, the person traveled 60 miles. In 4 hours, the person traveled 80 miles. In 5 hours, the person traveled 100 miles.

POINT TO the table.

SAY: This table is based on the graph.

POINT TO each corresponding row of the table.

SAY: 1 hour, 20 miles. 2 hours, 40 miles. The number of miles for 3 hours is missing. 4 hours, 80 miles. 5 hours, 100 miles.

READ the question.

POINT TO the box.

SAY: Enter your answer in the box.



16

POINT TO the table.

SAY: This table shows the type and number of pets at home.

POINT TO each corresponding row of the table.

SAY: “Dogs,” 3. “Cats,” 2. “Fish,” 4.

READ the rest of the item.

POINT TO the box on the bottom of the graph.

SAY: This axis shows “Dogs,” “Cats,” and “Fish.” What is the label for this axis?

READ and **POINT TO** each option.

POINT TO the box on the side of the graph.

SAY: This axis shows “1,” “2,” “3,” and “4.” What is the label for this axis?

READ and **POINT TO** each option.

17

POINT TO each corresponding part of the equation.

SAY: A teacher had 3 calculators. He bought a box of new calculators and then had 15 calculators.

ALT *The picture shows 3 calculators + a box = 15 calculators.*

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?

18

POINT TO the picture.

SAY: Look at these triangles.

ALT *The picture shows a large right triangle and a small right triangle.*

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



19

POINT TO the table.

SAY: This table shows that when the temperature is higher, people buy more ice-cream cones.

POINT TO each row of the table.

SAY: When the temperature was 35° , 20 cones were sold. When the temperature was 70° , 50 cones were sold. We do not know how many cones were sold when the temperature was 95° . When the temperature was 100° , 190 cones were sold.

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.

20

POINT TO the picture.

SAY: Look at this picture. This is a rectangle.

POINT TO each corresponding dimension.

SAY: The length is 3 inches. The width is not shown. The area is 6 square inches.

Part A

POINT TO each corresponding formula.

SAY: $\text{Area} = L \times W$. For this rectangle, $6 = 3 \times$ a missing number.

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

Part B

SAY: The area of a different rectangle is 16 square inches. The length is 4 inches.

POINT TO the formula.

SAY: $16 = 4 \times$ a missing number.

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



21

POINT TO the picture.

SAY: This picture shows 3^2 .

ALT *The picture shows 3 rows with 3 stars in each row.*

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

22

SAY: Look at this set of numbers.

READ and **POINT TO** each number in the set.

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

SAY: Enter your answer in the box.

23

POINT TO each corresponding part of the equation.

SAY: A student has 120 yellow cards and some blue cards. The student has a total of 183 cards.

POINT TO the equation as a whole.

SAY: $120 + \text{a missing number} = 183$.

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



24

POINT TO the table.

SAY: Look at this table. This table shows points on a graph. When x is 3, y is 1. When x is 6, y is 2. When x is 9, y is 3.

SAY: The points from the table are shown on the graph. There is an extra point.

ALT *The picture shows a graph. There are 4 points. A line goes through the points (3, 1), (6, 2), and (9, 3). The point (2, 6) is above the line.*

READ the direction.

POINT TO each option.

SAY: Is it (2, 6)?

Is it (3, 1)?

Is it (6, 2)?

Or is it (9, 3)?

25

POINT TO the picture.

SAY: Here are 5 mugs.

ALT *The first picture shows 5 mugs: 1 pink, 1 yellow, 1 pink, 1 yellow, and 1 pink.*

READ the question.

POINT TO each option.

SAY: Is it the first choice?

ALT *The first choice shows 1 group of 3 pink mugs and 1 group of 2 yellow mugs.*

SAY: Or the second choice?

ALT *The second choice shows 1 group of 3 pink mugs and 1 group of 3 yellow mugs.*

— End of test —

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Appendices

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