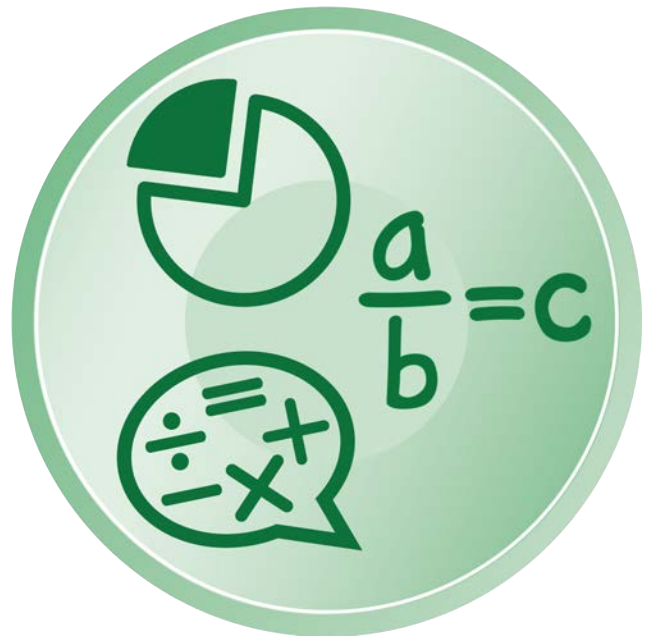


# California Alternate Assessment

California Assessment of Student  
Performance and Progress



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



Grade 8, Practice Test



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## CAA for ELA and Mathematics Administration Notes

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Beginning with the 2022–23 administration, the information on preparing for administration of the test that was previously found at the beginning of the *Directions for Administration (DFA)* has been removed and placed into a new, separate document. The new document, *Preparing for Administration (PFA)*, can be found in the [Moodle Training Site](https://moodle.caaspp-elpac.org) at <https://moodle.caaspp-elpac.org>, the [CAASPP](https://www.caaspp.org) website at <https://www.caaspp.org>, and within the Test Operations Management System (TOMS) that can be accessed through the CAASPP website.

### **For questions regarding the CAA for ELA and Mathematics or other CAASPP assessments:**

- Parents/Guardians should contact their child’s teacher.
- Test examiners and other school personnel should contact their LEA CAASPP coordinator.
- LEA CAASPP coordinators should contact their LEA Success Agent, preferably by email. Refer to the [LEA Success Agent](https://ca-toms-help.ets.org/contact/lea-success-agents/) web page at <https://ca-toms-help.ets.org/contact/lea-success-agents/> to look up the name and contact information for the LEA’s assigned representative or the [California Outreach](https://ca-toms-help.ets.org/contact) web page at <https://ca-toms-help.ets.org/contact> for all support options.
- For more information on all aspects of the CAAs, including test security, item types, and guidelines, refer to the *Online Test Administration Manual for CAASPP Testing*, which is linked on the [CAASPP Manuals and Instructions web page](https://www.caaspp.org/administration/instructions/index.html) at <https://www.caaspp.org/administration/instructions/index.html>.

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# Directions for Administration

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

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This *DFA* contains directions and the specific scripts needed by test examiners to administer the online practice tests for the California Alternate Assessments (CAAs) for English Language Arts/Literacy (ELA) and Mathematics. It is a companion document to the online practice tests and the *PFA* document.

The purposes of the CAA practice tests are to

- familiarize students and test examiners with the item types,
- provide a sample of the test questions and grade-level content that appear on the CAA operational tests,
- allow students and test examiners to become familiar with the format and functionality of the online tests, and
- allow test examiners to try out accessibility resources (e.g., zoom in and out).

Please note that the practice tests and training tests do not produce scores. These practice tests are available all year and may be used at any time in preparation for the CAA operational tests that are administered in the spring.

Practice tests can be administered in one of two ways, either

- using a standard supported web browser to access the practice tests directly, without use of the Test Administrator Interface or secure browser, by using a guest session; or
- using the same procedures as those used for the operational tests, with the Test Administrator Interface, secure browser, and individual student logon information.

A parent or a guardian can access the practice tests through a guest session and act as the test examiner during testing. Test examiners or school staff members can access the practice tests through their appropriate roles in TOMS or through guest sessions.

## Testing Checklist

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This *DFA* contains directions and scripts to guide the test examiner in administering this CAA for ELA and Mathematics practice test. Prior to administering the practice test, ensure the following steps have been completed:

- Review the *Preparing for Administration (PFA)* document, which includes:
  - general information needed to prepare for administering the practice test and
  - a section with Helpful Links.
- Refer to [How to Start a CAA Practice Test - CAASPP](https://www.cde.ca.gov/ta/tg/ca/documents/caaqrpractice.pdf) web document located at <https://www.cde.ca.gov/ta/tg/ca/documents/caaqrpractice.pdf>.

# Directions for Administration (cont.)

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

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The *DFA* contains two sections: ELA and Mathematics. All *DFAs* begin with ELA, but either practice test may be administered first.

The *DFA* should be used to administer the CAA for ELA and Mathematics. It contains the script for administration. Keyword instructions and symbols for test examiners are as follows:

Guide to Administration Scripts	How the Test Examiner Should Proceed
<b>SAY</b>	The test examiner reads the material aloud to the student.
<b>POINT TO</b> the corresponding picture or <b>POINT</b>	The test examiner points to the information on the screen.
<b>READ</b> each option and <b>POINT TO</b> the corresponding picture	The test examiner reads each option on the screen aloud while pointing to the graphics or text on the screen.
<b>SCORE</b> the student's response using the rubric below.	The test examiner scores the student's response following the rubric provided in the <i>DFA</i> .
<b>DO NOT LABEL</b>	The test examiner intentionally does not describe what is shown on the screen.
<b>ALT</b>	The test examiner reads the alternative text instead of pointing to the image.

# Directions for Administration (cont.)

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## Mathematical Symbols

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In the mathematics test, a *DFA* script may use mathematical expressions rather than words to spell out the expressions. Please use the following table to guide how these are read aloud to the student.

Symbol	Mathematical expression	How to read aloud
+	$4 + 4$	four plus four
=	$4 + 4 = 8$	four plus four equals eight
x	$3 \times 2$	three times two
-	$3 - 2$	three minus two
÷	$4 \div 2$	four divided by two
>	$4 > 3$	four is greater than three
<	$3 < 4$	three is less than four
/	$1/2, 1/3, 1/4$	one-half, one-third, one-fourth
(, )	(2, 3)	two, three
<sup>2</sup>	$3^2$	three squared
-	-2	negative two
<sup>3</sup>	$2^3$	two cubed
°	$5^\circ$	five degrees
.	2.6	two point six
%	50%	fifty percent

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## Administration Scripts for ELA Test Questions

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### 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.

**Passage**

**SAY:** We will read about jogging safety. First let's read vocabulary.

Proceed to the Vocabulary Preview.

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

**ALT** *The picture shows a teenage boy and a teenage girl jogging. They are running outside.*  
*The picture shows a woman stretching her leg out and touching her toes.*

**SAY:** Now we will read about jogging safety. 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 and a teenage girl jogging outside.*  
*The picture shows a teenage girl drinking water.*  
*The picture shows a person whose foot is hurting.*  
*The picture shows a woman stretching her leg out and touching her toes.*

After the passage has been read,

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

**4**

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

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

**SAY:** What else can wearing shoes that fit well help you avoid?



5

**SAY:** Listen as I read a sentence. Follow along as I read aloud.

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

**ALT** *The picture shows a woman stretching her leg out and touching her toes.*

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

6

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

**SAY:** Where can we learn more about jogging? Pick two answers. A video about classic cars?

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

**SAY:** A book about exercise?

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

**SAY:** A Web site about athletic activities?

**POINT TO** the picture of a Web site.

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

**SAY:** Where else can we learn more about jogging?



7

**SAY:** We will read a story titled “The Science Project.” 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 Jaime sitting at a table. He is holding a lightbulb.*  
*The picture shows Jaime’s dog with its paws up on the table.*  
*Two pictures are shown. The first picture shows a broken lightbulb.*  
*The second picture shows Jaime with his hand up to his face looking upset.*

After the story has been read,

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

**SAY:** What is the story about? A boy who learns how to save money?

**POINT TO** the picture of a person dropping a coin into a piggy bank.

**ALT** *The picture shows a person dropping a coin into a piggy bank.*

**SAY:** A boy who learns to keep his room clean?

**POINT TO** the picture of a room that is neat and clean.

**ALT** *The picture shows a room that is neat and clean.*

**SAY:** Or a boy who learns to be careful when his dog is nearby?

**POINT TO** the picture of a dog jumping up to a table.

**ALT** *The picture shows Jaime’s dog with its paws up on the table.*



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. <b>Examples include:</b> 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:** A theater student creates a poster to persuade other students to sign up for a talent show.

**POINT TO** the two blank boxes in the poster.

**SAY:** You will choose words for the poster that will help persuade students. First, we will read the poster.

**POINT TO** the picture in the poster and **READ** the poster aloud.

**ALT** *The picture shows a boy singing.*

After the poster has been read,

**SAY:** Which words complete the poster?

**POINT TO** the first sentence of the poster.

**SAY:** This sentence says, “Do you ‘blank’ to sing, dance, or act?”

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

**SAY:** Which word would help persuade students to sign up for the talent show? Love? Do you love to sing, dance, or act?

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

**SAY:** Or expect? Do you expect to sing, dance, or act?

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

**POINT TO** the next two paragraphs of the poster and **READ** the paragraphs aloud.

**POINT TO** the last sentence of the poster.

**SAY:** This sentence says, “The talent show will be ‘blank’ for all.”

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

**SAY:** Which other word would help persuade students to sign up for the talent show? Boring? The talent show will be boring for all.

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

**SAY:** Or exciting? The talent show will be exciting for all.

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





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 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 table.

**SAY:** Look at this table. This table shows the cost of different numbers of T-shirts.

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

**SAY:** 1 T-shirt costs \$10. 2 T-shirts cost \$20. 3 T-shirts cost \$30.

**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 point would appear on a graph of this relationship?

---

**3**

**POINT TO** the box.

**SAY:** Look at this box.

**POINT TO** each corresponding dimension.

**SAY:** The length is 12 inches. The width is 6 inches. The height is 4 inches.

**POINT TO** each part of the equations.

**SAY:** Volume =  $L \times W \times H$ . The volume of this box =  $12 \times 6 \times 4$ .

**READ** the question and options, 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 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:** Look at this bar graph. The bar graph shows the number of visitors to a museum on two different days.**POINT TO** each corresponding bar on the graph.**SAY:** The bar for “Day 1” goes to 40. The bar for “Day 2” goes to 60.

Part A

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

Part B

**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.



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:**  $\text{Volume} = L \times W \times H$ .

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 number line shows a point closest to 3 point 6?

**POINT TO** each option.

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

**ALT** *The first choice shows a number line that has a point between 3 point 5 and 4.*

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

**ALT** *The second choice shows a number line that has a point between 3 and 3 point 5.*

**SAY:** Or is it the third choice?

**ALT** *The third choice shows a number line that has a point between 2 point 5 and 3.*



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 scatterplot.

**SAY:** Look at this scatterplot. The scatterplot shows the number of hours some students studied and their exam scores.

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

**SAY:** A student who studied for 0 hours had a score of 60%. A student who studied for half an hour had a score of 70%. Another student who studied for half an hour had a score of 75%. A student who studied for 1 hour had a score of 75%. Another student who studied for 1 hour had a score of 80%. A student who studied for 1 and a half hours had a score of 90%. A student who studied for 2 hours had a score of 95%.

**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?



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 —

# Appendices

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## Appendix A: Graphics Attributions

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