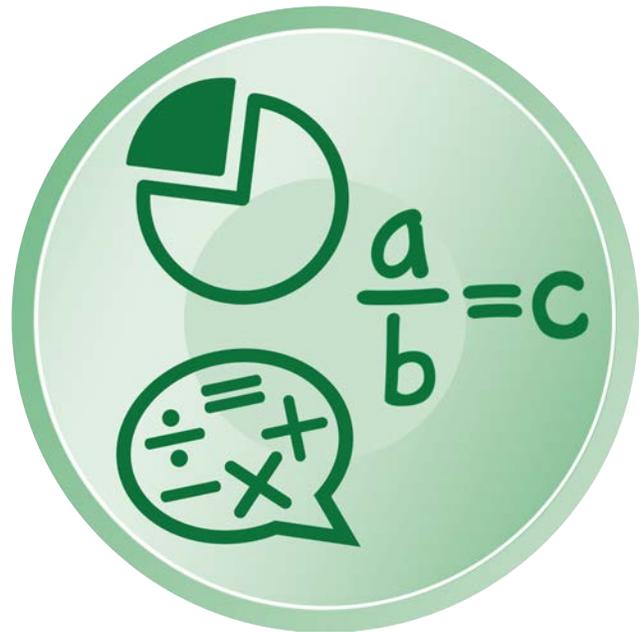

California Alternate Assessment

California Assessment of Student
Performance and Progress



English Language Arts/Literacy and Mathematics Directions for Administration



Grade 4, 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 *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
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 a story titled “A Class Trip to Lava Beds.” 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 boy named Chris.
The picture shows a volcano.
The picture shows a man named Mr. Baker. He is a guide who teaches visitors about the park.
The pictures show lines and shapes carved into rocks.*

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 Chris.
The picture shows a volcano.
The picture shows Mr. Baker.
The pictures show lines and shapes carved into rocks.*

After the story 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: Who else is in the story?

2

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



3

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

SAY: Look at these pictures from the story.

POINT TO the pictures of the rock carvings.

ALT *The pictures show lines and shapes carved into rocks.*

SAY: Which word matches the pictures? This word?

POINT TO the word “hills.”

ALT *The word “hills” is shown.*

SAY: This word?

POINT TO the word “guide.”

ALT *The word “guide” is shown.*

SAY: Or this word?

POINT TO the word “carvings.”

ALT *The word “carvings” is shown.*

**Passage**

SAY: We will read a story titled “The 100th Day of School.” First let’s read vocabulary from the story.

Proceed to the Vocabulary Preview.

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

ALT *The picture shows a calendar with the number 100 written on one of the days.*

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

Proceed to the story.

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

ALT *The picture shows a calendar with the number 100 written on one of the days.
The picture shows Leo wearing a hat with the number 100 on it.*

After the story 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.

5

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.

ALT *The picture shows a group of children smiling and singing.*

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 tells about Leo’s day?



7

SAY: We will read about all kinds of apples. Follow along as I read aloud. Then I will ask you a question.

POINT TO the box containing the item. Then **POINT TO** the title.

SAY: This story is called “All Kinds of Apples.”

POINT TO the picture of the apples.

ALT *The picture shows different kinds of apples.*

POINT TO the sentences.

SAY: Apples are fruit that grows on trees. They come in many different colors.

After the sentences have been read,

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

POINT TO the item.

SAY: Which part shows the name of the story? This part?

POINT TO the words “All Kinds of Apples.”

ALT *This part shows the words “All Kinds of Apples.”*

SAY: This part?

ALT *This part shows a picture of different kinds of apples.*

SAY: Or this part?

ALT *This part shows sentences that say, “Apples are fruit that grows on trees. They come in many different colors.”*

8

SAY: We will read a story titled “Baby Brother.” Follow along as I read aloud. Then I will ask you a question.

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

READ the story aloud.

ALT *The picture shows Ana’s baby brother sleeping.*

After the story has been read,

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

POINT TO the picture of Ana holding a finger over her lips.

ALT *The picture shows Ana holding a finger over her lips.*

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



9

SAY: We will read about packing for a trip. 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 mother and daughter packing a suitcase. A dot is shown next to the words “Bathroom items.” The picture under the words shows toothbrushes and bottles of shampoo and lotion.

A dot is shown next to the word “Clothes.” The picture under the word shows shirts, pants, and socks.

A dot is shown next to the word “Shoes.” The picture under the word shows different kinds of shoes.

After the passage has been read,

SAY: We have finished reading. Now I will ask you a question. Why does the writer use bullets? To make a list?

POINT TO the picture of a list.

ALT The picture shows a list written on a piece of paper.

SAY: To paint a picture?

POINT TO the picture of children painting.

ALT The picture shows children painting.

SAY: Or to tell a story?

POINT TO the picture of a mother telling her daughter a story.

ALT The picture shows a mother telling her daughter a story.



10

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

READ the title and the sentences and **POINT TO** the corresponding pictures as the sentences are read.

After the sentences have been read,

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

SAY: Which sentence is the ending of what we read? “First, you can check out books”?

POINT TO the picture of a woman and a boy next to shelves of books.

ALT *The picture shows a woman and a boy next to shelves of books.*

SAY: “Some libraries also have story time”?

POINT TO the picture of a librarian reading a book to students.

ALT *The picture shows a librarian reading a book to students.*

SAY: Or “Finally, there are computers kids can use”?

POINT TO the picture of a woman and a girl looking at a computer screen.

ALT *The picture shows a woman and a girl looking at a computer screen.*

**Passage**

SAY: We will read about hot drinks. 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 cup of hot tea.
The picture shows a cup of hot chocolate.*

SAY: Now we will read about hot drinks. 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 a cup of hot tea.
The second picture shows a cup of hot chocolate.
Two pictures are shown. The first picture shows a cup of hot tea
with lemon. The second picture shows a cup of hot tea with honey.
The picture shows two girls outside holding hot drinks.*

After the passage has been read,

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



11

SAY: This is hot tea.

POINT TO the picture of the cup of hot tea.

POINT TO the chart.

SAY: This chart shows things that people like to add to their hot tea. One thing some people like to add is lemon.

POINT TO the picture of the lemon in the chart.

ALT *The picture shows a lemon and a lemon slice.*

SAY: What else do some people like to add to their hot tea? Butter?

POINT TO the picture of butter in a dish.

ALT *The picture shows butter.*

SAY: Salt?

POINT TO the picture of the salt shaker.

ALT *The picture shows salt.*

SAY: Or honey?

POINT TO the picture of honey in a jar.

ALT *The picture shows honey.*

12

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

13

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

SAY: Let's read part of the information again.

POINT TO and **READ** the last paragraph of the passage again.

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



14

SAY: We will read a story titled “At the Beach.” 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 waves on the beach.*
The picture shows rocks on the beach.

After the story has been read,

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

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

15

SAY: We will read a story titled “Helping at School.” 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 pile of equipment used to play sports games.*
The picture shows a pencil being sharpened.

After the story has been read,

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

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

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

SAY: How else do we know that Maggie is helpful?

16

SAY: We will read a story titled “Visiting the Aquarium.” 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 colorful fish swimming.*
The picture shows students and a teacher at a pool where people can pet special fish.

After the story has been read,

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

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



17

SAY: We will read about the Statue of Liberty. Follow along as I read aloud. Then I will ask you a question.

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

ALT *The picture shows the Statue of Liberty.*

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.

18

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

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

ALT *The picture shows students and a teacher looking at slime they made together.*

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.

19

SAY: We will read about making a party snack. Follow along as I read aloud. Then I will ask you a question.

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

ALT *The picture shows a snack mix.*

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.

20

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

**Passage**

SAY: We will read about California. 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 the state of California on a map.*

SAY: Now we will read about California. 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 the state of California on a map.
The picture shows the capitol building in the city of Sacramento.
The picture shows a farm.
The picture shows mountains and tall trees.
The picture shows a beach.
The picture shows a sandy desert.*

After the passage has been read,

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

21

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

22

Part A

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

ALT *The picture shows the capitol building.*

Part B

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

ALT *The picture shows a beach.*



23

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

ALT *The picture shows a map of California.*

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

24

SAY: We will read a story titled “One Bear’s Mistake.” 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 bear with its nose in a log and a question mark over its head.*

The picture shows an angry bee flying into the log.

The picture shows a group of bees chasing the bear away from the log.

After the story has been read,

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

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

25

SAY: We will read a story titled “Jeremy’s Extra Time.” Follow along as I read aloud. Then I will ask you a question.

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

ALT *The picture shows Jeremy playing a handheld game.*

After the story has been read,

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

POINT TO the blank box under the story.

SAY: Which sentence could end the story?

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 2 rows of 2 baseballs.*

SAY: Or the second choice?

ALT *The second choice shows 2 rows of 5 baseballs.*

2

POINT TO the table.

SAY: Look at the table. The table shows the number of cups of lemonade sold each day.

POINT TO each corresponding row.

SAY: On Friday, 4 cups were sold. On Saturday, 7 cups were sold. On Sunday, 6 cups were sold.

READ the direction.

POINT TO the bar for “Friday.”

SAY: The bar for “Friday” is already completed. There were 4 cups sold on Friday, so the bar goes to 4.

POINT TO the space for “Saturday.”

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

POINT TO the space for “Sunday.”

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



3

POINT TO the picture.

SAY: This shape has 4 corners.

ALT The picture shows a shape with 4 straight sides.

READ the question.

SAY: Choose the correct picture.

POINT TO each option.

SAY: Is it the first choice?

ALT The first choice shows a shape with 3 straight sides.

SAY: Is it the second choice?

ALT The second choice shows a shape with 4 straight sides.

SAY: Or is it the third choice?

ALT The third choice shows a shape with 5 straight sides.

4

POINT TO each corresponding part of the table.

SAY: This table shows parts and wholes.

ALT The picture shows a table. Under “Part” is a shape with 6 sides. The shape is split into 6 equal parts. Under “Whole” is a shape with 6 sides. The shape is not split into any parts.

READ the direction.

POINT TO the first option.

SAY: Does the first choice show part or whole?

ALT The first choice is a circle that is split into 4 equal parts.

POINT TO the second option.

SAY: Does the second choice show part or whole?

ALT The second choice is a circle that is not split into any parts.



5

POINT TO the place value chart.

SAY: Look at the place value chart. It shows the number 607.

POINT TO each corresponding section of the chart.

SAY: There are 6 hundreds, 0 tens, and 7 ones.

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

6

READ the question.

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

ALT The picture shows a math problem with a square labeled " $\frac{3}{4}$," an empty box for a missing symbol, and a square labeled " $\frac{1}{2}$." The first square that is labeled " $\frac{3}{4}$ " is split into 4 equal parts with 3 parts shaded. The second square that is labeled " $\frac{1}{2}$ " is split into 2 equal parts with 1 part shaded.

POINT TO each fraction in the picture.

SAY: $\frac{3}{4}$, $\frac{1}{2}$.

READ the math problem with each option inserted.

POINT TO each option as it is read.

7

POINT TO the rectangle.

SAY: Look at the rectangle.

POINT TO each corresponding dimension.

SAY: The length is 6 squares. The width is 3 squares.

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.



8

POINT TO the picture.

ALT *The picture shows 6 crayons and 8 markers.*

SAY: A student had these crayons and markers.

READ the direction.

POINT TO the label “Crayons.”

ALT *The picture shows a bar graph titled “Crayons and Markers.” The bar for “Crayons” is blank.*

SAY: How many crayons did the student have? What number should the bar for “Crayons” go to?

POINT TO the label “Markers.”

ALT *The picture shows a bar graph titled “Crayons and Markers.” The bar for “Markers” is blank.*

SAY: How many markers did the student have? What number should the bar for “Markers” go to?

9

POINT TO each fraction.

SAY: This shows $\frac{1}{4}$, this shows $\frac{1}{2}$, and this shows $\frac{3}{4}$.

READ the question.

SAY: Choose the correct picture.

POINT TO each option.

SAY: Is it the first choice?

ALT *The first choice shows a square split into 4 equal parts with 1 part shaded.*

SAY: Is it the second choice?

ALT *The second choice shows a square split into 2 equal parts with 1 part shaded.*

SAY: Or the third choice?

ALT *The third choice shows a square split into 4 equal parts with 3 parts shaded.*



10

READ the item.

POINT TO each option as you read it.

SAY: Does the first choice show 3×5 ?

ALT *The first choice shows an organizer with 3 flowers in one part, and 5 flowers in the second part.*

SAY: Does the second choice show 3×5 ?

ALT *The second choice shows 3 groups of flowers with 5 flowers in each group.*

SAY: Does the third choice show 3×5 ?

ALT *The third choice shows 3 rows of 5 flowers in each row.*

11

POINT TO the picture.

SAY: Here are 5 strawberries.

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

12

POINT TO the place value chart.

SAY: Look at the place value chart. It shows the number 584.

POINT TO each corresponding section of the chart.

SAY: There are 5 hundreds, 8 tens, and 4 ones.

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

13

POINT TO the picture.

SAY: Four students can sit at 1 table.

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



14

POINT TO the table.

SAY: Look at the table. The table shows the number of votes for each favorite field trip.

POINT TO each corresponding row.

SAY: “Zoo” had 5 votes. “Museum” had 3 votes. “Aquarium” had 7 votes. “Theater” had 2 votes. “Park” had 4 votes.

READ the direction.

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

POINT TO the space for “Zoo.”

SAY: “Zoo” had 5 votes, so there are 5 dots on the graph.

POINT TO the space for “Museum.”

SAY: “Museum” had 3 votes, so there are 3 dots on the graph.

POINT TO the space for “Theater.”

SAY: “Theater” had 2 votes, so there are 2 dots on the graph.

POINT TO the space for “Aquarium.”

SAY: How many dots should “Aquarium” have?

POINT TO each option.

SAY: Is it 3 dots, 4 dots, or 7 dots?

POINT TO the space for “Park.”

SAY: How many dots should “Park” have?

POINT TO each option.

SAY: Is it 3 dots, 4 dots, or 7 dots?

15

POINT TO the picture.

SAY: A student read 3 books.

READ the question.

POINT TO each option.

SAY: Is it the first choice?

ALT *The first choice shows a picture of 5 books.*

SAY: Or the second choice?

ALT *The second choice shows a picture of 6 books.*



16

POINT TO the place value chart.

SAY: Look at the place value chart. It shows the number 34.

POINT TO each corresponding section of the chart.

SAY: There are no hundreds. There are 3 tens, and there are 4 ones.

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

17

READ the direction.

POINT TO each option.

SAY: Is it the triangle?

Or the circle?

18

POINT TO the picture.

SAY: A teacher put 2 tables together.

POINT TO each corresponding dimension.

SAY: Each table is 4 feet long and 2 feet wide.

Part A

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

Part B

POINT TO the picture.

SAY: The teacher added a third table.

POINT TO the blue outline and trace it with your finger.

SAY: The outline shows the perimeter.

ALT *The picture shows 3 tables put together. The length is 4 feet. The width is 3 sections that each measure 2 feet. There is an outline around the table that shows the perimeter.*

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



19

READ the question.

POINT TO each option.

SAY: Is it the first choice?

ALT The first choice shows 1 row of 3 rockets.

SAY: The second choice?

ALT The second choice shows 1 row of 5 rockets.

SAY: Or the third choice?

ALT The third choice shows 5 rows of 3 rockets.

20

POINT TO the graph.

SAY: Look at the graph. The graph shows the number of students that chose each sport.

POINT TO each corresponding row.

SAY: “Basketball,” 5 students. “Baseball,” 2 students. The row for “Volleyball” is blank.

Part A

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

Part B

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

SAY: Is it the first choice?

ALT The first choice is a picture of 3 students.

SAY: Or is it the second choice?

ALT The second choice is a picture of 2 students.



21

POINT TO the flowerpots.

SAY: There are flowerpots in 2 rows. Each row has 6 flowerpots.

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: Look at these shapes.

POINT TO each corresponding place in the picture.

SAY: There is a square, a diamond, and a missing shape.

READ the question.

POINT TO each option.

SAY: Is it the triangle?

The pentagon?

Or the rectangle?



23

POINT TO the picture.

SAY: This picture shows two fractions that are equal to each other.

POINT TO each corresponding fraction.

SAY: This fraction shows fifths.

ALT *The picture shows a circle split into 5 equal parts. 3 parts are shaded.*

SAY: This fraction shows tenths.

ALT *The picture shows a circle split into 10 equal parts. 6 parts are shaded.*

READ the question.

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

POINT TO the first box.

SAY: How many fifths?

POINT TO and **READ** each option.

POINT TO the second box.

SAY: How many tenths?

POINT TO and **READ** each option.

24

POINT TO the picture.

SAY: A student has 9 stickers.

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

25

POINT TO the picture.

SAY: Look at this triangle.

READ the question and options, 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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