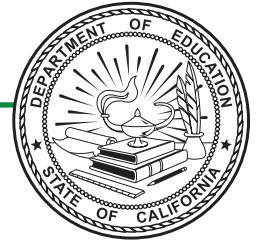
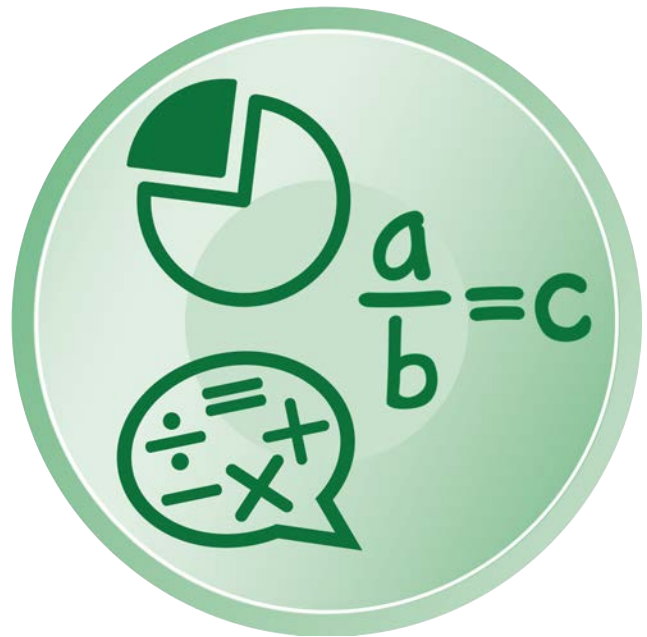

California Alternate Assessment

California Assessment of Student
Performance and Progress



English Language Arts/Literacy and Mathematics Directions for Administration



Grade 3, 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 about rainbows. 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 rainbow with many different colors.
The picture shows the Sun in the sky.
The picture shows a drop of water.*

SAY: Now we will read about rainbows. 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 the Sun in the sky.
The second picture shows a drop of water.
The picture shows the Sun and arrows moving away from the Sun toward a drop of water. Then, arrows of different colors move away from the drop of water.
The picture shows a colorful rainbow across a sunny sky.*

After the passage has been read,

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

1

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



2

POINT TO the box containing the item options.

ALT *Three parts are shown. The first part shows two sentences from the story. The second part shows a picture from the story of the Sun and a drop of water. The third part shows another sentence from the story.*

SAY: Which part shows the picture? This part?

POINT TO the first box that shows two sentences.

ALT *This part shows two sentences from the story.*

SAY: This part?

POINT TO the picture.

ALT *This part shows a picture from the story of the Sun and a drop of water.*

SAY: Or this part?

POINT TO the last box that shows a sentence from the story.

ALT *This part shows a sentence from the story.*

3

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



4

SAY: We will read a story titled “Taking Turns.” 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 *Two pictures are shown. The first picture shows Abby hiding behind a tree. The second picture shows Lacey hiding behind a tree.*

The picture shows Abby and Lacey playing hide-and-go-seek. Abby is hiding behind a tree while Lacey covers her eyes.

The picture shows Lacey hiding behind a tree while Abby covers her eyes.

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.

5

SAY: We will read a story titled “Judy’s Hamster.” 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 furry hamster in Judy’s hand.*

The picture shows a furry hamster eating.

After the story has been read,

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

POINT TO the picture.

ALT *The picture shows a furry hamster in Judy’s hand.*

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 the hamster?



6

SAY: We will read a story titled “Moving Day.” 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 Hannah and her family carrying boxes into their new home.*

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.



7

SAY: We will watch a video and then read about helping around the house.

SAY: Watch the video. There is no sound in this video.

Play the video.

ALT *The video shows three scenes. First, a person folds a shirt and puts it in a drawer. Next, a person puts out a bowl of food for a kitten to eat. Last, a person dries a dish with a cloth.*

After the video has played,

SAY: Now we will read about helping around the house.

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

ALT *The picture shows a boy putting toys in a basket.
The picture shows a girl feeding a dog.
The picture shows a boy washing dishes.*

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: What is another way you can help around the house?

8

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

READ the passage aloud and **POINT TO** the corresponding picture.

ALT *The picture shows a girl holding a bunch of carrots.*

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.



9

SAY: We will read a story titled “The Flower Sale.” 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 students holding flowers.*
The picture shows students reading a book.
The picture shows a student in a swing.

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.

ALT *The picture shows plates and cups.*

ALT *The picture shows coins.*

ALT *The picture shows a pencil.*

ALT *The picture shows a dollar bill.*

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

SAY: Which other picture shows money?

**Passage**

SAY: We will read about types of rabbits. 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 rabbit with short fur.*

SAY: Now we will read about types of rabbits. 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 rabbit with short fur. The second picture shows a very fluffy rabbit with long fur.*
Two pictures are shown. The first picture shows a rabbit with ears that flop down. The second picture shows a rabbit with ears that stick up straight.
The picture shows a big rabbit and a little rabbit.

After the passage has been read,

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



10

Part A

POINT TO the box containing the item options.

ALT *Three parts are shown. The first part shows the words “Types of Rabbits.” The second part shows sentences about rabbits. The last part shows two pictures of rabbits.*

SAY: Where is the title? Is the title this part?**POINT TO** the words “Types of Rabbits.”

ALT *This part shows the words “Types of Rabbits.”*

SAY: This part?**POINT TO** the sentences.

ALT *This part shows sentences about rabbits.*

SAY: Or this part?**POINT TO** the pictures of rabbits.

ALT *This part shows pictures of rabbits.*

Part B

SAY: Which picture is in the story? This picture?**POINT TO** the picture of the rabbit.

ALT *The picture shows a rabbit.*

SAY: This picture?**POINT TO** the picture of the turtle.

ALT *The picture shows a turtle.*

SAY: Or this picture?**POINT TO** the picture of the fish.

ALT *The picture shows a fish.*



11

SAY: Look at the picture. Which word matches this rabbit?

ALT *The picture shows a big rabbit and a little rabbit. There is an arrow pointing to the big rabbit.*

POINT TO the larger rabbit.

POINT TO but **DO NOT LABEL** each option.

SAY: This word?

POINT TO the word “small.”

ALT *The word “small” is shown.*

SAY: This word?

POINT TO the word “large.”

ALT *The word “large” is shown.*

SAY: Or this word?

POINT TO the word “barks.”

ALT *The word “barks” is shown.*



12

SAY: Now I will ask you one more question about what we read. You will sort pictures into a chart.

POINT TO the chart.

SAY: This chart shows two types of ears that rabbits and other animals may have. Animals with ears that are floppy belong in this column.

POINT TO the column labeled “Ears That Are Floppy.”

ALT *The picture shows a rabbit with ears that flop down.*

POINT TO the blank box under the picture of the rabbit with ears that flop down.

SAY: Which other animal belongs in this column? A fox?

POINT TO the option labeled “Fox.”

SAY: A dog?

POINT TO the option labeled “Dog.”

SAY: Or a fish?

POINT TO the option labeled “Fish.”

SAY: Animals with ears that stick up belong in this column.

POINT TO the column labeled “Ears That Stick Up.”

ALT *The picture shows a rabbit with ears that stick up.*

POINT TO the blank box under the picture of the rabbit with ears that stick up.

SAY: Which other animal belongs in this column? A fox?

POINT TO the option labeled “Fox.”

SAY: A dog?

POINT TO the option labeled “Dog.”

SAY: Or a fish?

POINT TO the option labeled “Fish.”

Allow the student to change the response.



13

SAY: We will read a story titled “Pizza Night.” 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 Maggie sitting at a table with a plate of pizza in front of her. She looks upset.*

The picture shows Maggie smiling as she sits at a table. There is a hamburger on the plate in front of her.

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.

14

SAY: We will read a story titled “Alicia and Bucky.” 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 Alicia with a horse named Bucky.*

The picture shows Alicia brushing Bucky’s hair.

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 does Alicia help to take care of Bucky?

15

SAY: We will read a story titled “Philip Wants Blocks.” 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 Philip looking sad.*

The picture shows Philip holding out his hand and smiling.

The picture shows Philip playing with blocks.

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.



16

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

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

ALT *The picture shows a sequoia tree next to an apple tree and an oak tree. The sequoia tree is much taller than the other two trees.*

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.



17

SAY: We will read about clothes you wear when it is cold outside. 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 boy putting on his hat outside.
The picture shows a boy dressed in a coat, hat, and scarf.*

After the passage has been read,

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

POINT TO the chart.

SAY: This chart is titled “Cold-Weather Clothes.” A scarf is something you might wear when it is cold outside.

POINT TO the picture of the scarf in the chart.

SAY: We need to add another picture to the chart that shows clothes for cold weather.

POINT TO the blank box in the chart.

SAY: What else do you put on when it is cold outside? Which picture completes the chart? The shorts?

POINT TO the picture of the shorts.

ALT *The picture shows a pair of shorts.*

SAY: The flip-flops?

POINT TO the picture of the flip-flops.

ALT *The picture shows a pair of flip-flop sandals.*

SAY: Or the hat?

POINT TO the picture of the hat.

ALT *The picture shows a hat.*



18

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

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

ALT *The picture shows knitting needles and yarn.*

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.

ALT *The picture shows a shoe.*

ALT *The picture shows knitting needles and yarn.*

ALT *The picture shows a scarf.*



19

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

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

ALT *The picture shows Nick and his dad playing soccer.*

After the story has been read,

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

POINT TO the picture in the item.

ALT *The picture shows Nick and his dad with a soccer ball.*

SAY: Which words should we add to the end of the story? Finish the sentences.

POINT TO the first sentence.

SAY: The first sentence says, “Nick and his dad ‘blank’.”

POINT TO the blank yellow box in the first sentence.

SAY: Nick and his dad rest in the shade?

POINT TO the words “rest in the shade.”

SAY: Or, Nick and his dad go on a trip?

POINT TO the words “go on a trip.”

POINT TO the second sentence.

SAY: The second sentence says, “Then Nick and his dad ‘blank’.”

POINT TO the blank blue box in the second sentence.

SAY: Nick and his dad plant flowers?

POINT TO the words “plant flowers.”

SAY: Or, Nick and his dad drink water?

POINT TO the words “drink water.”

**Passage**

SAY: We will read a story titled “Visiting a Police Station.” 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 building called a police station with two police cars in front of it.*

The picture shows two police officers wearing uniforms.

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 building called a police station with two police cars in front of it.*

The picture shows two police officers wearing uniforms.

The picture shows a police officer sitting in his police car.

Two pictures are shown. The first picture shows a police officer talking into a police radio in a police car. The second picture shows a person holding a police radio.

The picture shows a police dog wearing a special vest.

After the story has been read,

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



20

POINT TO the picture of the police officer.

ALT *The picture shows a police officer wearing a uniform.*

SAY: Look at the picture. Which word matches the picture?

POINT TO but **DO NOT LABEL** each option.

SAY: This word?

POINT TO the word “police.”

ALT *The word “police” is shown.*

SAY: This word?

POINT TO the word “chef.”

ALT *The word “chef” is shown.*

SAY: Or this word?

POINT TO the word “doctor.”

ALT *The word “doctor” is shown.*

21

POINT TO the picture of the police station.

ALT *The picture shows a building called a police station with two police cars in front of it.*

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



22

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

SAY: List two things Lila sees at the police station.

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 list.

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 things that Lila saw at the police station. I will type them on the computer/write them for you [or other wording familiar to the student].

If the student responds (correctly or incorrectly) with only one word,

SAY: What else does Lila see at the police station?

SCORE the student using the rubric below.

Scoring Rubric*

Score A	Score B	Score C
The student lists two things that Lila saw at the police station. Examples include: police / car / radio / dog / laptop computer / building	The student lists one thing that Lila saw at the police station.	The student does not list anything that Lila saw at the police station.

*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 a story titled “A Walk in the Park.” Follow along as I read aloud.

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

ALT *The picture shows Carlos with his brother and sisters outside at the park.*

The picture shows a red leaf on the ground.

The picture shows smooth stones on the ground.

The picture shows a sunny park with grass, trees, and leaves.

After the story has been read,

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

SAY: Listen as I read sentences about what Carlos sees at the park. There are words missing from each sentence.

ALT *The picture shows Carlos with his brother and sisters outside at the park.*

POINT TO the first sentence.

SAY: This sentence says, “At the park, Carlos sees a ‘blank.’”

POINT TO the blank yellow box.

SAY: At the park, does Carlos see a red leaf?

POINT TO the option with the words “red leaf.”

SAY: Or does Carlos see a bird nest?

POINT TO the option with the words “bird nest.”

POINT TO the second sentence.

SAY: The next sentence says, “He also sees ‘blank.’”

POINT TO the blank blue box.

SAY: Does Carlos also see animals eating?

POINT TO the option with the words “animals eating.”

SAY: Or does Carlos also see smooth stones?

POINT TO the option with the words “smooth stones.”



24

SAY: We will read about bikes. Follow along as I read aloud. Then I will ask you questions.

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

ALT *The picture shows a bike. There are labels in the picture that show the parts of the bike.*

After the passage has been read,

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

Part A

POINT TO the box containing the item options.

ALT *Three parts are shown. The first part shows the word “Bikes.” The second part shows sentences from what we read. The third part shows a picture of a bike with labels that show the parts of the bike.*

SAY: Which part shows labels? This part?

POINT TO the word “Bikes.”

ALT *This part shows the word “Bikes.”*

SAY: This part?

POINT TO the sentences.

ALT *This part shows sentences from what we read.*

SAY: Or this part?

POINT TO the picture of the bike.

ALT *This part shows a picture of a bike.*

Part B

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



25

SAY: We will read a story titled “Cookie Time.” 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 Adam and his mother putting cookies in the oven to bake.*
The picture shows Adam pressing the dough with a rolling pin.
The picture shows Adam’s hands shaping dough into a small ball.
The picture shows Adam and his mother putting cookies in the oven to bake.

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: What else does “rolls” mean as it is used in the story?

— End of test —



Administration Scripts for Mathematics Test Questions

1

POINT TO the table.

SAY: Look at this table. The table shows favorite book subjects of some students.

POINT TO each corresponding row of the table.

SAY: “Animals” had 5 votes. “Science” had 3 votes. “History” had 2 votes.

Part A

READ the question.

POINT TO each option.

SAY: Is it the first choice?

ALT *The first choice is a pictograph. There are 5 books above “Animals.” There are 2 books above “Science.” There are 3 books above “History.”*

SAY: Or the second choice?

ALT *The second choice is a pictograph. There are 5 books above “Animals.” There are 3 books above “Science.” There are 2 books above “History.”*

Part B

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



2

READ the question.

POINT TO each option.

SAY: Is it the first choice?

ALT *The first choice shows a rectangle split into 2 parts that are the same size.*

SAY: The second choice?

ALT *The second choice shows a rectangle split into 4 parts that are not the same size.*

SAY: Or the third choice?

ALT *The third choice shows a rectangle split into 3 parts that are not the same size.*

3

POINT TO the table.

SAY: Look at this table. This table shows the numbers of some favorite animals at a zoo.

POINT TO each corresponding row.

SAY: Birds, 8. Fish, 4. Monkeys, 3. Giraffes, 6.

READ the direction.

POINT TO the bar for “Fish.”

SAY: The bar for “Fish” is already completed. There are 4 fish at the zoo, so the bar goes to 4.

POINT TO the bar for “Monkeys.”

SAY: The bar for “Monkeys” is already completed. There are 3 monkeys at the zoo, so the bar goes to 3.

POINT TO the space for “Birds.”

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

POINT TO the space for “Giraffes.”

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



4

SAY: There are 3 students. A teacher gave each student 4 markers.

Part A

READ the question.

POINT TO each option.

SAY: Is it the first choice?

ALT *The first choice is a picture of 3 students. There are 4 markers under each student.*

SAY: Or is it the second choice?

ALT *The second choice is a picture of 1 student. There is a group of 4 markers and a group of 3 markers under the student.*

Part B

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

5

POINT TO the picture.

SAY: This picture shows fractions in a number sentence.

POINT TO each corresponding fraction.

SAY: $3/6$.

ALT *The picture shows a circle split into 6 equal parts. 3 of the parts are shaded. The circle is labeled " $3/6$."*

SAY: $2/6$.

ALT *The picture shows a circle split into 6 equal parts. 2 of the parts are shaded. The circle is labeled " $2/6$."*

READ the direction.

POINT TO each option.

SAY: Is $3/6$ less than $2/6$?

Is $3/6$ equal to $2/6$?

Or is $3/6$ greater than $2/6$?



6

READ the item.

POINT TO each option.

SAY: Is it the first choice?

ALT *The first choice shows a rectangle with 2 parts of different sizes.*

SAY: Is it the second choice?

ALT *The second choice shows a rectangle with 3 parts of different sizes.*

SAY: Or is it the third choice?

ALT *The third choice shows a rectangle with 8 parts. Each part is the same size.*

7

READ the question.

POINT TO each option.

SAY: Is it the first choice?

ALT *The first choice shows a rectangle split into 4 rows of 4 squares.*

SAY: The second choice?

ALT *The second choice shows a rectangle split into 2 rows of 4 squares.*

SAY: Or the third choice?

ALT *The third choice shows a rectangle split into 3 rows of 4 squares.*



8

POINT TO the picture.

SAY: A group of 5 students each chose 2 books.

ALT *The picture shows 5 students. There are 2 books under each student.*

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.

9

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

10

POINT TO the picture.

SAY: Here is a picture of 2 pencils.

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

11

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



12

POINT TO the picture.

SAY: This shows $\frac{3}{4}$.

ALT The picture shows a shape split into 4 equal parts with 3 parts shaded.

READ the question.

POINT TO each option.

SAY: Is it the first choice?

ALT The first choice shows a shape split into 4 equal parts with 3 parts shaded.

SAY: Or is it the second choice?

ALT The second choice shows a shape split into 4 equal parts with 2 parts shaded.

13

POINT TO the table.

SAY: This table shows the numbers of different kinds of birds seen in a park.

POINT TO each row of the table.

SAY: There were 8 robins, 4 owls, and 5 blue jays.

POINT TO the graph.

SAY: This graph also shows the numbers of different kinds of birds seen in the park. One bar is already shown on the graph.

ALT The picture shows a bar graph titled "Birds Seen." The bar for "Robin" goes to 8. The bar for "Owl" is blank. The bar for "Blue Jay" is blank.

READ the direction.

POINT TO the bar for "Robin."

SAY: There were 8 robins. The bar for "Robin" goes to 8.

POINT TO the bar for "Owl."

SAY: How high should the bar for "Owl" go?

POINT TO the bar for "Blue Jay."

SAY: How high should the bar for "Blue Jay" go?



14

READ the question.

POINT TO each option.

SAY: Is it the first choice?

ALT *The first choice shows a rectangle split into 4 parts that are not the same.*

SAY: The second choice?

ALT *The second choice shows a rectangle split into 4 parts that are the same.*

SAY: Or the third choice?

ALT *The third choice shows a rectangle split into 4 parts that are not the same.*

15

POINT TO the chart.

SAY: Look at the place value chart. This chart shows the number 38.

POINT TO the tens.

SAY: There are 3 tens. 10, 20, 30.

POINT TO the ones.

SAY: There are 8 ones. 31, 32, 33, 34, 35, 36, 37, 38.

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

16

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



17

READ the question.

POINT TO each option.

SAY: Is it the first choice?

ALT *The first choice shows 1 triangle, 2 stars, 1 triangle, 2 stars, 1 triangle, and 2 stars.*

SAY: Or the second choice?

ALT *The second choice shows a square, a triangle, a circle, a trapezoid, a star, a rectangle, and a pentagon.*

18

POINT TO the picture.

SAY: Look at the square.

ALT *The picture shows a square split into equal parts. 2 parts are shaded. 2 parts are unshaded.*

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.



19

READ the question.

POINT TO each option.

SAY: Is it the first choice?

ALT *The first choice shows a figure split into equal squares with two rows of 3 and one row of 2.*

SAY: The second choice?

ALT *The second choice shows a figure split into equal squares with two rows of 3 and one row of 1.*

SAY: Or the third choice?

ALT *The third choice shows a figure split into equal squares with one row of 1 and two rows of 2.*

20

POINT TO the table.

SAY: Look at this table. This table shows a number pattern.

POINT TO each corresponding row.

SAY: When the starting number is 1, the ending number is 6. When the starting number is 2, the ending number is 12. When the starting number is 3, the ending number is 18. When the starting number is 4, the ending number is 24.

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



21

Part A

READ the question.**POINT TO** the picture.

ALT *The picture shows a circle split into 8 equal parts. 3 of the parts are shaded.*

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

Part B

READ the question.**POINT TO** the picture.

ALT *The picture shows a circle split into 3 equal parts. 1 of the parts is shaded.*

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

22

READ the question.**POINT TO** each option.**SAY: Is it the first choice?**

ALT *The first choice shows a rectangle with the inside shaded.*

SAY: Or the second choice?

ALT *The second choice shows a rectangle with the border shaded.*



23

POINT TO the rectangle.

SAY: Look at this figure.

ALT *The picture shows a rectangle split into 6 equal parts. 2 of the parts are shaded. 4 of the parts are white.*

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.

24

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

25

SAY: Jane has 6 crayons. Mike has 3 crayons.

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.

— End of test —

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Appendices

Appendix A: Graphics Attributions

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