

**Version [#]**

**Grade [#]**

CALIFORNIA  
Assessment of Student Performance and Progress

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# TRAINING TEST

Directions for Administration for the  
California Alternate Assessments

Spring 2016 | English Language Arts and Mathematics




California Assessment of  
Student Performance and Progress



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 California Assessment of Student Performance and Progress <i>California Alternate Assessments          Direction for Administration</i>	<b>SECURE TEST MATERIAL</b>	
	<b>Version [Training Test]</b>	<b>Grade [Training Test]</b>

## Overview

This document contains directions and the specific scripts you will need to administer the online 2016 California Alternate Assessments (CAAs).

### 2015–16 Test Design

For the 2015–16 California Assessment of Student Performance and Progress (CAASPP) administration, the CAAs have been newly designed to route students to different levels of items based on their responses. Each student will take no more than **27** test questions per content area.

### Survey of Student Characteristics

Prior to beginning a test with the student, test examiners are required to complete the Survey of Student Characteristics (SSC) based on his/her familiarity with the student. In the SSC, the test examiner will indicate whether he/she will be entering responses in the test on behalf of the student. **If the test examiner has marked this indication, he/she must enter the responses for the student on all of the test questions despite the language in the DFA script that prompts students to mark a choice.** The test examiner must select the SSC in the Test Administrator Interface then complete it through the CAASPP secure browser. The information collected will help test developers to improve the test.

### Test Administration

The administration and scoring procedures for the CAAs must be uniform. If the scores are to be comparable, the testing conditions must be similar for all students. Standardization requires that examiners adhere to the guidelines described in this *Direction for Administration (DFA)* and the *2016 CAA Test Administration Manual*.

Prior to beginning a test session, you should explain the assessment to the student, saying, for example, “Today we are going to do some work together. I want you to do your best.” The statement may be altered to fit the student’s maturity level and communication requirements.

Either content area may be administered first; however, all questions and sections of the test must be administered in the order indicated in this *DFA*. The scripts contain the exact wording that must be read aloud to the student, except when general adaptations are given. Pictures or other visual material within the test may be described as needed for students with visual impairments using the alternative text provided in this *DFA*. Students should be encouraged to answer all questions in each content area test.

The CAAs are untimed and can be administered over as many days as needed. You may pause and resume the test as many times as necessary to elicit the student’s best performance. The pause-and-resume feature can be used throughout the day, over several days, and at any time during the test administration window. Students will automatically be logged off the system after 30 minutes of inactivity. Logging back on to the test will return the student to the last unanswered question.

For more information on all aspects of the CAAs, including test security, item types, and guidelines, refer to the **2016 CAA Test Administration Manual** available at <http://caaspp.org/administration/instructions/>.

# Administering a CAA Test Session

## Prior to Testing Checklist

- Confirm that the student has been assigned the correct test settings (designated supports and accommodations) in the Test Operations Management System (TOMS).
- Verify you are using the correct grade-level and version *DFA* assigned to your school.
- Post “TESTING IN PROGRESS—DO NOT DISTURB” signs outside of the testing room.
- Complete the Survey of Student Characteristics (SSC) for the student you are testing.

## How to Start a Test Session

1. Launch a supported Web browser on your device to log onto the Test Administrator Interface (accessible from <http://www.caaspp.org>).
2. Log on to the Test Administrator Interface using your TOMS username and password.
3. Select the test(s) you want to administer from the test selection window, shown in Figure 1. You must select and complete the Survey of Student Characteristics (SSC) prior to administering the CAAs.
4. Select the [**Start Operational Session**] button.
5. Upon selecting the [**Start Operational Session**] button, a session ID will appear on the top right corner of the Test Administrator Interface, shown in Figure 2.
6. Launch the CAASPP secure browser on the student’s testing device.
7. Log on for the student on the *Enter Student Information* screen, shown in Figure 3.
  - In the *First Name* field, enter the student’s first name as it appears in CALPADS.

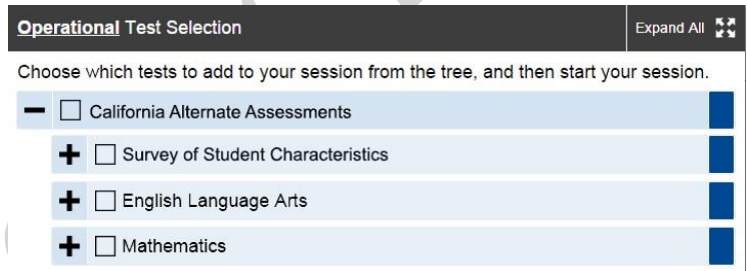


Figure 1. Test selection window in the Test Administrator Interface

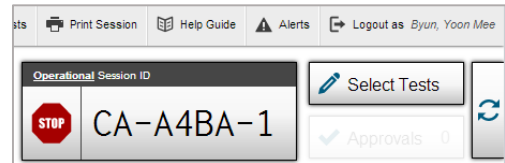


Figure 2. Session ID



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- In the *Student ID* field, enter "CA," a dash, and then the student's 10-digit Statewide Student Identifier (for example, CA-9999999999).
- In the *Session ID* field, enter the test session ID generated from the Test Administrator Interface.
- Select the [**Sign In**] button.

Please Sign In

First Name:

SSID:

Session ID:  -  -

Figure 3. Student Login screen

- Verify the student information is correct on the *Is This the Student?* screen, shown in Figure 4. Select [**Yes**] to continue (and [**No**] if it is not. Notify your CAASPP test site coordinator if it is not.).
- Select a test for the student (shown in Figure 5).

Is This the Student?

Please review the information below. If all of the information is correct, click [Yes]. If not, click [No].

First Name: Demo First

Last Name: Demo Last

SSID: ZZ9999907

Grade: 10

Date of Birth: November 1, 2000

School: AIR School

Figure 4. Is This the Student? screen

- **Note:** You will only be able to select a test if the SSC has been completed.

- Go back to your test examiner device and in the Test Administrator Interface, verify you have selected the right test and test settings for the student by selecting the [**Approvals (#)**] button.

Your Tests

Select the test you need to take.

This is opportunity 1 of 1

This is opportunity 1 of 1

This is opportunity 1 of 1

Figure 5. Tests for This Student Screen

- Select [**Approve**] to begin testing.
- Go back to the student testing device and administer the assessment using the script that starts in the next section of this *DFA*.

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## About this DFA

This *DFA* contains **grade-specific** and **form-specific** information needed by test examiners during test sessions.

### Using this *DFA*

There are two parts in this *DFA*, one for each content area. All *DFAs* begin with ELA, but either content area may be administered first.

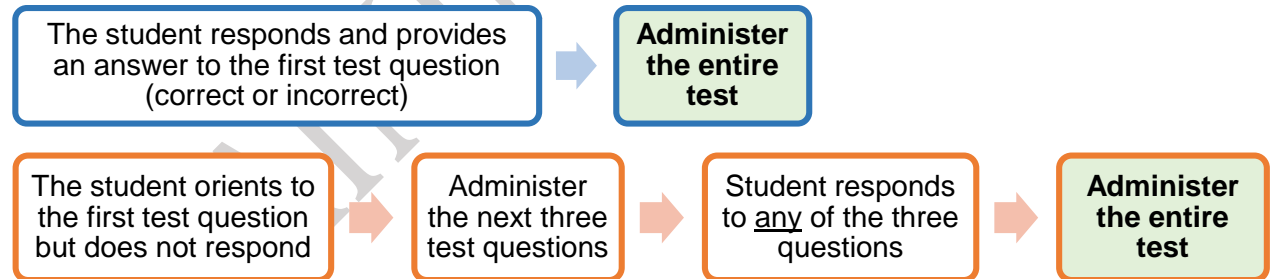
The scripts are presented in table formats with four columns. Beginning on the left, the first column of the script indicates the stage of the test. The second column indicates the item number in the test. The third column contains the administration scripts to be read to the student. The text associated with “**SAY**” and “**READ**” prompts apply to all students. The fourth column contains alternative text, which should only be read to students with visual impairments to describe images. Follow the scripts **EXACTLY** as written and in the item order presented in the document.

### Student Response Check

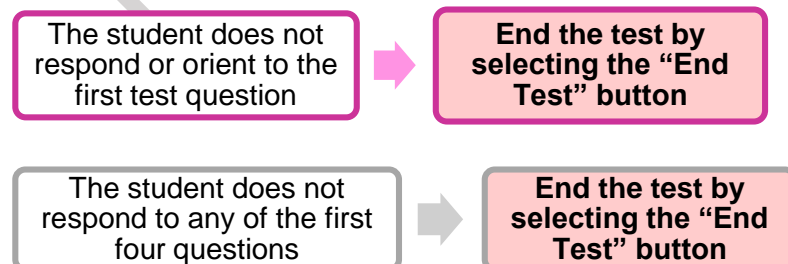
The purpose of the Student Response Check (SRC) is for the test examiner to check if the student has a consistent and observable way of indicating responses to test questions. Student response modes may include using a mouse or keyboard, verbalizations, pointing/gesturing, and/or eye gaze using an assistive communication device.

The SRC is identified by the student’s responses to the first or first four questions of each test (ELA and mathematics). The SRC must be administered by the test examiner to each student at the beginning of both content areas. Test examiners will be guided through the SRC process by this *DFA*. Specifications and guidance for administering the SRC are as follows:

#### When to administer the entire assessment



#### When to end the assessment



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## Ending Tests



Figure 6. End Test Button

The [End Test] button will completely submit the test for scoring and reporting. **Test examiners should not select this button unless the results of the SRC indicate that a test should be closed.** For the 2016 CAAs, the [End Test] button may **only** be selected after the first test question, the fourth test question or the last test question of a test.



**Note:** For the SRC, it is not important whether the student gets any of the “answers” right but rather that the student shows that he or she is oriented to the item presented.

## After Testing

The live test content in this document must be kept secure at all times. At the conclusion of testing, this *DFA*—whether a printed copy or an electronic file—must be destroyed securely. It must be deleted in such a way that the file does not remain in a temporary storage location such as Windows’ Recycle Bin, where it can be undeleted. Test examiners and CAASPP test site coordinators should use the school’s or LEA’s preferred method of secure file deletion.

While there are many ways to permanently delete a file, including using a “shredding” tool that might be part of a virus scanning tool, what follows are basic ways to remove a file from a Windows or Macintosh system:

- **Windows**—Hold the <Shift> key when deleting the file or empty the Recycle Bin after deleting.
- **Macintosh and Macintosh equivalent devices using OS X**—Press the <Command> + <Delete> keys with any file or folder selected to send a file to the Trash and then press the <Shift> + <Command> + <Delete> keys or open the Finder menu and then select “Secure Empty Trash” to immediately empty the Trash.

Paper copies of this *DFA* should be returned to your CAASPP test site coordinator for secure destruction; all paper copies of printed items and this *DFA* must be securely destroyed.



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# English Language Arts

## Directions for Administration Script





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## ENGLISH LANGUAGE ARTS

### TRAINING TEST (TT)

Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
<b>— Begin with the Student Response Check (SRC) —</b>			
Upon logging onto the ELA training test, begin with administering the first test question following the script below.			
TT	1	<b>SAY:</b> We will read a passage titled “Happy Leap Day!”	
TT	1	<b>SAY:</b> First, let’s read vocabulary from the passage.	
TT	1	<b>READ</b> the vocabulary words.	<b>DESCRIBE:</b> The picture shows three February calendar months with twenty-eight days and one February calendar month with twenty-nine days.
TT	1	<b>POINT TO</b> each picture as the word is read.	The picture shows Julius Caesar.
TT	1		The picture shows a student ID card.
TT	1		The picture shows three February calendar months with twenty-eight days and one February calendar month with twenty-nine days.
TT	1	<b>SAY:</b> Now we will read the passage. As we read, I will ask you questions.	
TT	1	<b>READ</b> the beginning of the passage.	
TT	1	<b>SAY:</b> Let’s stop to answer a question.	
TT	1	<b>SAY:</b> A fact is a statement that is true and can be proven.	
TT	1	<b>READ</b> the item and <b>POINT TO</b> each option as it is read.	<b>DESCRIBE:</b> The picture shows Julius Caesar.

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## ENGLISH LANGUAGE ARTS

### TRAINING TEST (TT)

Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	1		<i>The yes picture shows a thumbs up symbol in a green square.</i>
TT	1		<i>The no picture shows a thumbs down symbol in a red square.</i>
TT	1		

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#### — Determine Outcome of Student Response Check —

- Does the student respond and provide an answer (correct or incorrect) to the first test question? → **Continue to administer the ENTIRE assessment.**
- Does the student orient to the first test question but does not respond? → **Continue to administer the NEXT THREE test questions that require a student response.**
- Is the student unable to respond or orient to the first test question? → **End the assessment by selecting the “End Test” button on the screen.**

If the student does not respond within an expected time (this will vary between students so familiarity to the student is crucial), ask the student to tell/show you the *first* answer option, then proceed with asking the student to tell/show you the *second* answer option, and finally (if applicable) to tell/show you the *last* answer option.

You may assist the student with computer navigation if he or she struggles to indicate his or her response independently. Hand-over-hand guidance is prohibited.

Continue to administer the next three test questions until you see the next **Determine Outcome of Student Response Check** box in this manual. If testing is paused while engaged in the Student Response Check, be sure to mark your place in this *DFA*.

TT	2	<b>SAY:</b> Let's read more.	<b>DESCRIBE:</b> <i>The picture shows Julius Caesar. The picture shows three February calendar months with twenty-eight days and one February calendar month with twenty-nine days.</i>
TT	2		
TT	2	<b>READ</b> the passage.	
TT	2	<b>SAY:</b> Let's stop to answer a question.	



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**TRAINING TEST (TT)**

Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	2	<b>READ</b> the item and <b>POINT TO</b> each option as it is read.	<b>DESCRIBE:</b> <i>The picture shows two fingers measuring a small object.</i> <i>The picture shows a boy covering his eyes. The picture shows a colorful background.</i>
TT	2		
TT	2		
TT	3	<b>SAY:</b> Let's read the rest of the passage.	<b>DESCRIBE:</b> <i>The picture shows a student ID card.</i> <i>The picture shows three February calendar months with twenty-eight days and one February calendar month with twenty-nine days.</i>
TT	3	<b>READ</b> the passage.	
TT	3		
TT	3	<b>SAY:</b> We have finished reading. Now I will ask you one more question.	
TT	3	<b>READ</b> the sentence below.	
TT	3	<b>Select the words that best complete the sentence to give information about leaplings.</b>	
TT	3	<b>READ</b> the sentence in its entirety with the option words separated by "or."	
TT	3	<b>RE-READ</b> the sentence and <b>PROMPT</b> the student to select the word from each choice that gives information about leaplings.	
TT	3		
TT	3		
TT	4	<b>SAY:</b> We're going to read some information about dolphins and porpoises. Dolphins and porpoises are alike in some ways. In other ways, they are different.	<b>DESCRIBE:</b> <i>The picture shows a dolphin and a porpoise. The picture shows dolphin and porpoise fins.</i>
TT	4		
TT	4		
TT	4	<b>SAY:</b> This is a dolphin [ <b>POINT</b> ] and this is a porpoise [ <b>POINT</b> ]. This is a chart that says "Compare" [ <b>POINT</b> ] and	
TT	4		

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**TRAINING TEST (TT)**

Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	4	“Contrast” [POINT]. A comparison is a description of how two things are alike. A contrast is a description of how two things are different.	The picture shows a dolphin showing its teeth.
TT	4	We will read facts about dolphins and porpoises. Then you will place the fact on the left side of the chart [POINT] if the fact is <u>comparing</u> dolphins and porpoises. You will place the fact on the right side of the chart [POINT] if the fact is <u>contrasting</u> dolphins and porpoises.	
TT	4	READ the item and options.	
TT	4		
TT	4		
TT	4		
TT	4		

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— Determine Outcome of Student Response Check (if necessary) —

- Does the student respond and provide an answer (correct or incorrect) to any of the last three test questions? → **Continue to administer the ENTIRE assessment.**
- Is the student *unable* to respond to any of the last three test questions? → **End the assessment by selecting the “End Test” button on the screen.**

If the student does not respond within an expected time (this will vary between students so familiarity to the student is crucial), ask the student to tell/show you the *first* answer option, then proceed with asking the student to tell/show you the *second* answer option, and finally (if applicable) to tell/show you the *last* answer option.

You may assist the student with computer navigation if he or she struggles to indicate his or her response independently. Hand-over-hand guidance is prohibited.

TT	5	<b>SAY:</b> We are going to read a story about a girl named Bella and her grandmother.	
TT	5		
TT	5	<b>SAY:</b> First, let’s read vocabulary from the story.	
TT	5	<b>READ</b> the vocabulary words.	<b>DESCRIBE:</b>



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### TRAINING TEST (TT)

Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	5	<b>POINT TO</b> each picture as the word is read.	<i>The picture shows a girl.</i>
TT	5		<i>The picture shows a grandmother.</i>
TT	5		<i>The picture shows a desk with many papers in it.</i>
TT	5		<i>The picture shows many envelopes tied together with a ribbon.</i>
TT	5	<b>SAY:</b>	<b>DESCRIBE:</b>
TT	5	Now we will look at pictures from the story. Pictures can help us understand what is happening.	<i>The picture shows a girl.</i>
TT	5		<i>The picture shows a grandmother.</i>
TT	5	<b>POINT TO</b> the first picture.	
TT	5	<b>SAY:</b>	
TT	5	This shows Bella and Granny Fay sorting through papers.	
TT	5	<b>POINT TO</b> the second picture.	
TT	5	<b>SAY:</b>	
TT	5	This shows Bella writing.	
TT	5	<b>POINT TO</b> the third picture.	<b>DESCRIBE:</b>
TT	5	<b>SAY:</b>	<i>The picture also shows sparkly glitter falling out of the letter as a girl opens it</i>
TT	5	This shows Bella opening a letter.	
TT	5	<b>SAY:</b>	
TT	5	Now we will read the story titled "A Letter for Bella." As we read, I will ask you questions.	
TT	5	<b>READ</b> the beginning of the story.	
TT	5	<b>SAY:</b>	
TT	5	Let's stop to answer a question.	
TT	5	<b>SAY:</b>	<b>DESCRIBE:</b>
TT	5	A character is a person in a story.	<i>The picture shows a girl.</i>
TT	5	<b>READ</b> the item.	<i>The picture shows a grandfather.</i>
TT	5	<b>POINT TO</b> each option as it is read.	<i>The picture shows a grandmother.</i>

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**TRAINING TEST (TT)**

Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	6	<b>SAY:</b> Let's read more.	
TT	6	<b>READ</b> the story.	
TT	6	<b>SAY:</b> Let's stop to answer a question.	
TT	6	<b>SAY:</b> In the story, Granny Fay asks Bella for help.	<b>DESCRIBE:</b> <i>The pictures show a girl raking leaves, sorting papers, and folding laundry.</i>
TT	6	<b>READ</b> the item.	
TT	6	<b>POINT TO</b> each option as it is read.	
TT	7	<b>SAY:</b> Let's finish reading.	<b>DESCRIBE:</b> <i>The picture shows a girl writing.</i>
TT	7	<b>READ</b> the story.	<i>The picture shows a girl opening a letter. Sparkly glitter falls out of the letter as the girl opens it.</i>
TT	7	<b>SAY:</b> Let's look at a personal letter. Personal letters are friendly letters that are written to friends or family members.	<b>DESCRIBE:</b> <i>The picture shows a letter. There are three boxes in different parts of the letter. A question mark is in each box.</i>
TT	7	<b>SAY:</b> Bella is writing another letter to her friend Irene. The letter is missing information.	
TT	7	<b>READ</b> the sentence below.	
TT	7	<b>SAY:</b> Use the words from the boxes below to correctly fill in the information missing from the letter.	
TT	7	<b>SAY:</b> Now let's read the letter.	<b>DESCRIBE:</b>

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### TRAINING TEST (TT)

Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	7	<b>READ</b> the letter.	<i>The picture shows a box with a question mark. The box is under the date.</i>
TT	7	<b>POINT TO</b> the boxes with the question marks as the letter is read.	<i>The picture shows a box with a question mark. The box is under the last line of the letter.</i>
TT	7	<b>SAY:</b> <b>Information is missing here.</b>	<i>The picture shows a box with a question mark. The box is at the bottom of the letter.</i>
TT	7		
TT	7	After the letter is read, <b>SAY:</b> <b>Now you will use the words here [POINT TO the word boxes] to fill in the missing information.</b>	<b>DESCRIBE:</b> <i>The picture shows six word boxes.</i>
TT	7	<b>POINT TO</b> the yellow box in the letter.	<b>DESCRIBE:</b> <i>The picture shows a box with a question mark. The box is under the date.</i>
TT	7	<b>SAY:</b> <b>This is where the greeting of a letter is written. A greeting includes the name of the person to whom you are writing a letter.</b>	
TT	7	<b>Bella is writing to Irene. Which words belong in the first box, "Dear Bella," [POINT] or "Dear Irene," [POINT]?</b>	
TT	7	<b>POINT TO</b> the pink box in the letter.	<b>DESCRIBE:</b> <i>The picture shows a box with a question mark. The box is under the last line of the letter.</i>
TT	7	<b>SAY:</b> <b>This is where the closing of a letter is written. A closing includes friendly words that end the letter.</b>	
TT	7	<b>Bella is writing to her friend. Which words belong in this box, "March 14, 2014" [POINT] or "Your friend," [POINT]?</b>	

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**TRAINING TEST (TT)**

Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	7	<b>POINT TO</b> the green box in the letter. <b>SAY:</b>	<b>DESCRIBE:</b> <i>The picture shows a box with a question mark. The box is at the bottom of the letter.</i>
TT	7	This is where the signature is written. A signature is where the person who is writing the letter writes his or her name. Bella is writing the letter. Which word or words belong in this box, "Bella"	
TT	7	[ <b>POINT</b> ] or "2-0-0-5-1 Summit Drive"	
TT	7	[ <b>POINT</b> ]?	
TT	7		
TT	8	<b>SAY:</b> We are going to read a paragraph about a group of students in chemistry class who receive an assignment for a class project. First, we will read the paragraph. Then, I will ask you questions about the details of the paragraph.	<b>DESCRIBE:</b> <i>The picture shows a measuring glass. The picture shows a person scrubbing carpet.</i>
TT	8	<b>READ</b> the paragraph.	
TT	8	<b>POINT TO</b> the numbered list. <b>SAY:</b>	
TT	8	These are the first two steps of a list. The list gives details of the project in the order in which they should happen. Details help readers better understand what they are reading.	
TT	8	<b>READ</b> and <b>POINT TO</b> the details in the first two steps.	
TT	8	<b>SAY:</b> The last three details are missing.	
TT	8	<b>POINT TO</b> each blank.	
TT	8	<b>READ</b> the sentence below.	
TT	8		
TT	8		
TT	8		
TT	8		

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TT	8	Which three details belong in the boxes to complete the steps of the project?	
TT	8	<b>POINT TO</b> each option as it is read. Allow the student time to select the three final steps.	
TT	8	<b>PROMPT</b> the student to select the final steps, if necessary.	

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— End of ELA Training Test —

TRAINING TEST DFA



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# Mathematics

## Directions for Administration Script



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**MATHEMATICS**

**TRAINING TEST (TT)**

Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
<b>— Begin with the Student Response Check (SRC) —</b>			
Upon logging onto the mathematics training test, begin with administering the first test question following the script below.			
TT	1	<b>SAY:</b> Becky and Mike each have some shirts.	<b>DESCRIBE:</b> <i>Video of shirts being counted.</i>
TT	1	<b>SAY:</b> Watch as Becky counts her shirts. One, two, three, four, five.	
TT	1	<b>SAY:</b> Watch as Mike counts his shirts. One, two, three.	
TT	1	<b>SAY:</b> Choose a person.	<b>DESCRIBE:</b> <i>Figure shows pictograph titled, "Number of Shirts." Top row has blank for person and five shirts. Bottom row has blank for person and three shirts. X axis is labeled zero through six.</i>
TT	1	<b>SAY:</b> Put the picture next to the correct number of shirts to complete the graph.	<i>First option shows picture of boy with light hair, labeled Mike.</i>
TT	1		<i>Second option shows picture of girl with dark hair, labeled Becky.</i>
TT	1	<b>POINT TO</b> Mike and Becky as you read.	
TT	1	<b>SAY:</b> Mike, Becky	
TT	1	<b>SAY:</b> Select the person to be dropped into the graph.	
TT	1		
TT	1		

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**— Determine Outcome of Student Response Check —**

- Does the student respond and provide an answer (correct or incorrect) to the first test question? → **Continue to administer the ENTIRE assessment.**
- Does the student orient to the first test question but does not respond? → **Continue to administer the NEXT THREE test questions that require a student response.**
- Is the student unable to respond or orient to the first test question? → **End the assessment by selecting the “End Test” button on the screen.**

If the student does not respond within an expected time (this will vary between students so familiarity to the student is crucial), ask the student to tell/show you the *first* answer option, then proceed with asking the student to tell/show you the *second* answer option, and finally (if applicable) to tell/show you the *last* answer option.

You may assist the student with computer navigation if he or she struggles to indicate his or her response independently. Hand-over-hand guidance is prohibited.

Continue to administer test questions until you see the next **Determine Outcome of Student Response Check** box in this manual. If testing is paused while engaged in the Student Response Check, be sure to mark your place in this *DFA*.

TT	2	<b>SAY:</b> Becky and Mike counted their shirts together and then gave one shirt to Ken.	<b>DESCRIBE:</b> Figure shows five yellow shirts and three blue shirts. The last shirt has X over it, and Ken is holding the last shirt.
TT	2	<b>SAY:</b> How many shirts do Becky and Mike have now?	
TT	2	<b>SAY:</b> Enter your answer in the box.	
TT	3	<b>POINT TO</b> the equation as you read. <b>SAY:</b> Jason solved the equation shown.	

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Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	3	<b>SAY:</b> Select the answer for the expression two times three.	
TT	3	<b>SAY:</b> Is the answer three?	
TT	3	<b>SAY:</b> Is the answer five?	
TT	3	<b>SAY:</b> Is the answer six?	
TT	3		
TT	4	<b>SAY:</b> Mika drew some line graphs to teach Brad about proportional relationships.	<b>DESCRIBE:</b> Figure shows three four quadrant graphs with horizontal and vertical axes numbered only with zero at the origin.
TT	4	<b>SAY:</b> Mika said proportional relationships can be positive or negative. She said to be proportional, the lines have to pass through the origin.	The first graph is labeled Negative and has a line graphed from upper left corner passing through origin and extending to lower right corner.
TT	4	<b>SAY:</b> She also told Brad the direction of the line tells you when it is positive and when it is negative.	The second graph is labeled positive and has a line graphed from lower left corner passing through the origin and extending to upper right corner.
TT	4	<b>SAY:</b> Mika said that positive proportional relationships, in this quadrant, make lines that pass through the origin and point up.	The third graph is labeled Not Proportional and has a line graphed from lower left corner passing through point zero, negative two and extending to pass through point two, zero and continuing to upper right corner.
TT	4	<b>POINT TO</b> the graph as you read.	<b>DESCRIBE:</b> Graph: Figure shows a graph with horizontal and vertical axes numbered zero through six. There is
TT	4		

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Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	4		<i>a red ray graphed from zero, six, to six, zero.</i>
TT	4		<i>Option A: Figure shows the word yes and a green thumbs up picture.</i>
TT	4		<i>Option B: Figure shows the word no and a red thumbs down picture.</i>
TT	4	<b>SAY:</b>	
TT	4	<b>Does this graph show a positive proportional relationship?</b>	
TT	4	<b>SAY:</b> <b>YES or NO?</b>	

**— Determine Outcome of Student Response Check (if necessary) —**

- Does the student respond and provide an answer (correct or incorrect) to any of the last three test questions? → **Continue to administer the ENTIRE assessment.**
- Is the student *unable* to respond to any of the last three test questions? → **End the assessment by selecting the “End Test” button on the screen.**

If the student does not respond within an expected time (this will vary between students so familiarity to the student is crucial), ask the student to tell/show you the *first* answer option, then proceed with asking the student to tell/show you the *second* answer option, and finally (if applicable) to tell/show you the *last* answer option.

You may assist the student with computer navigation if he or she struggles to indicate his or her response independently. Hand-over-hand guidance is prohibited.

TT	5	<b>SAY:</b> <b>Select boxes to show a fraction equal to two-thirds.</b>	<b>DESCRIBE:</b> <i>Figure shows a rectangle divided into six equal parts.</i>
TT	6	<b>SAY:</b> <b>This is a set of data {nine, nine, eight, five, four}.</b>	<b>DESCRIBE:</b> <i>Figure shows a set of numbers including, open set notation, nine comma, nine comma, eight comma, five comma, and four, close set notation.</i>
TT	6	<b>SAY:</b> <b>Nine, nine, eight, five, four.</b>	

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Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	6	<b>SAY:</b> Use the data set to answer the questions.	<b>DESCRIBE:</b> <i>Figure shows a set of numbers including, open set notation, nine with nine counting dots above the number comma, nine with nine counting dots above the number comma, eight with eight counting dots above the number comma, five with five counting dots above the number comma, and four with four counting dots above the number, close set notation.</i>
TT	6		
TT	6		
TT	6		
TT	6		
TT	6		
TT	6	<b>SAY:</b> Select the number in the set with the least value.	
TT	6	<b>SAY:</b> Is it nine, nine, eight, five, or four?	
TT	6		
TT	6		
TT	7	<b>SAY:</b> Use the grids to choose your answers.	<b>DESCRIBE:</b> <i>Figure shows a one quadrant grid with x and y axes labeled from zero to three.</i>
TT	7		
TT	7	<b>SAY:</b> Look at the grid.	
TT	7	<b>SAY:</b> Select three on the x-axis.	
TT	8	<b>SAY:</b> The set of data is {nine, nine, eight, five, four}.	
TT	8	<b>SAY:</b> Select the box under the number that is true for this sentence.	
TT	8	<b>SAY:</b>	

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Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	8	The first sentence says, "This is the <u>mode of the set</u> ." Which number is the mode of the set? Is it nine or four?	
TT	8	<b>SAY:</b> The next sentence says, "This is the <u>greatest value in the set</u> ." Which number is the greatest value in the set? Is it nine or four?	
TT	8	<b>SAY:</b> Select only one correct box for each sentence in the table.	
TT	9	<b>SAY:</b> I will read a word problem to you.	
TT	9	<b>SAY:</b> John worked three hours. He was paid ten dollars per hour.	
TT	9	<b>SAY:</b> John wrote an equation to figure $m$ , the amount of money he earned.	<b>DESCRIBE:</b> <i>Figure shows the equation. Blank, which represents pay per hour. Multiplied by three, which represents the number of hours. Equals blank, which represents money earned.</i> <b>OPTIONS:</b> Thirteen dollars. Ten dollars. And $M$ .
TT	9	<b>SAY:</b> Select the parts of the equation, and place them where they belong.	
TT	9	<b>SAY:</b> You can choose the box that belongs in each blank.	
TT	9	<b>SAY:</b>	

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Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	9	Options are thirteen dollars, ten dollars, or m.	
TT	9	<b>SAY:</b>	
TT	9	Which option belongs in the Pay per Hour blank?	
TT	9	<b>SAY:</b>	
TT	9	Which option belongs in the Money Earned blank?	

— End of Mathematics Training Test —

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