| CAASPP
California Assessment of
Student Performance and Progress
California Alternate Assessments
Directions for Administration	**SECURE TEST MATERIAL**	
	Version [Training Test]	**Grade [Training Test]**

English Language Arts

Directions for Administration Script

ENGLISH LANGUAGE ARTS

TRAINING TEST (TT)

Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments

Note: Some of the questions in this test require "dragging and dropping" objects into certain designated areas on the screen. Most items were designed to snap into place, however, some were not. For the items that do not snap into place please take care that you or your student are dropping the object precisely into the intended area(s) to ensure accurate system scoring. The object cannot overlap border lines or the edges of the intended area(s), and should rest squarely in the intended area(s). If your student is doing the dragging and dropping, please help your student ensure objects are dropped fully within the intended area.

— Begin with the Student Response Check (SRC) —

Upon logging onto the ELA training test, begin with administering the first test question following the script below.

Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	1	**SAY:** **We will read a passage titled "Happy Leap Day!"**	
TT	1	**SAY:** **First, let's read vocabulary from the passage.**	
TT	1	**READ** the vocabulary words. **POINT TO** each picture as the word is read.	**DESCRIBE:** *The picture shows three February calendar months with twenty-eight days and one February calendar month with twenty-nine days.*
TT	1		
TT	1		*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		
TT	1		
TT	1	**SAY:** **Now we will read the passage. As we read, I will ask you questions.**	
TT	1	**READ** the beginning of the passage.	

ELA

TRAINING TEST

ENGLISH LANGUAGE ARTS

TRAINING TEST (TT)

Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	1	**SAY:** **Let's stop to answer a question.**	
TT	1	**SAY:** **A fact is a statement that is true and can be proven.**	
TT	1	**READ** the item and **POINT TO** each option as it is read.	**DESCRIBE:** *The picture shows Julius Caesar.*
TT	1		*The yes picture shows a thumbs up symbol in a green square.*
TT	1		*The no picture shows a thumbs down symbol in a red square.*
TT	1		
TT	1		

— 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 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*.

Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	2	**SAY:** **Let's read more.**	**DESCRIBE:** *The picture shows Julius Caesar.* *The picture shows three February calendar months with twenty-eight*

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ENGLISH LANGUAGE ARTS

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

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ENGLISH LANGUAGE ARTS

TRAINING TEST (TT)

Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	4	**are alike in some ways. In other ways, they are different.**	
TT	4	**SAY:**	**DESCRIBE:**
TT	4	**This is a dolphin [POINT] and this is a porpoise [POINT]. This is a chart that says "Compare" [POINT] and**	*The picture shows a dolphin and a porpoise. The picture shows dolphin and porpoise fins.*
TT	4	**"Contrast" [POINT]. A comparison is a description of how two things are**	*The picture shows a dolphin showing its teeth.*
TT	4	**alike. A contrast is a description of how two things are different.**	
TT	4	**We will read facts about dolphins and porpoises. Then you will place**	
TT	4	**the fact on the left side of the chart [POINT] if the fact is <u>comparing</u>**	
TT	4	**dolphins and porpoises. You will place the fact on the right side of the**	
TT	4	**chart [POINT] if the fact is <u>contrasting</u> dolphins and porpoises.**	
TT	4	**READ** the item and options.	
TT	4		

— 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 <u>ENTIRE</u> 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.

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ENGLISH LANGUAGE ARTS

TRAINING TEST (TT)

Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	5	**SAY:** **We are going to read a story about a girl named Bella and her grandmother.**	
TT	5	**SAY:** **First, let's read vocabulary from the story.**	
TT	5	**READ** the vocabulary words. **POINT TO** each picture as the word is read.	**DESCRIBE:** *The picture shows a girl.* *The picture shows a grandmother.* *The picture shows a desk with many papers in it.* *The picture shows many envelopes tied together with a ribbon.*
TT	5	**SAY:** **Now we will look at pictures from the story. Pictures can help us understand what is happening.**	**DESCRIBE:** *The picture shows a girl.* *The picture shows a grandmother.*
TT	5	**POINT TO** the first picture. **SAY:** **This shows Bella and Granny Fay sorting through papers.**	
TT	5	**POINT TO** the second picture. **SAY:** **This shows Bella writing.**	
TT	5	**POINT TO** the third picture. **SAY:** **This shows Bella opening a letter**.	**DESCRIBE:** *The picture also shows sparkly glitter falling out of the letter as a girl opens it*
TT	5	**SAY:** **Now we will read the story titled "A Letter for Bella." As we read, I will ask you questions.**	

ENGLISH LANGUAGE ARTS

TRAINING TEST (TT)

Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	5	**READ** the beginning of the story.	
TT	5	**SAY:** **Let's stop to answer a question.**	
TT	5	**SAY:** **A character is a person in a story.**	**DESCRIBE:** *The picture shows a girl.*
TT	5	**READ** the item. **POINT TO** each option as it is read.	*The picture shows a grandfather.* *The picture shows a grandmother.*
TT	6	**SAY:** **Let's read more.**	
TT	6	**READ** the story.	
TT	6	**SAY:** **Let's stop to answer a question.**	
TT	6	**SAY:** **In the story, Granny Fay asks Bella for help.**	**DESCRIBE:** *The pictures show a girl raking leaves, sorting papers, and folding laundry.*
TT	6	**READ** the item. **POINT TO** each option as it is read.	
TT	7	**SAY:** **Let's finish reading.**	**DESCRIBE:** *The picture shows a girl writing.*
TT	7	**READ** the story.	*The picture shows a girl opening a letter. Sparkly glitter falls out of the letter as the girl opens it.*
TT	7	**SAY:** **Let's look at a personal letter. Personal letters are friendly letters that are written to friends or family members.**	**DESCRIBE:** *The picture shows a letter. There are three boxes in different parts of the letter. A question mark is in each box.*

ELA

TRAINING TEST

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ENGLISH LANGUAGE ARTS

TRAINING TEST (TT)

Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	7	**SAY:**	
TT	7	**Bella is writing another letter to her friend Irene. The letter is missing information.**	
TT	7	**READ** the sentence below.	
TT	7	**SAY:**	
TT	7	**Use the words from the boxes below to correctly fill in the information missing from the letter.**	
TT	7	**SAY:**	**DESCRIBE:**
TT	7	**Now let's read the letter.**	
TT	7	**READ** the letter. **POINT TO** the boxes with the question marks as the letter is read.	*The picture shows a box with a question mark. The box is under the date.*
TT	7	**SAY:**	*The picture shows a box with a question mark. The box is under the last line of the letter.*
TT	7	**Information is missing here.**	
TT	7		*The picture shows a box with a question mark. The box is at the bottom of the letter.*
TT	7	After the letter is read, **SAY:**	**DESCRIBE:**
TT	7	**Now you will use the words here [POINT TO the word boxes] to fill in the missing information.**	*The picture shows six word boxes.*
TT	7	**POINT TO** the yellow box in the letter. **SAY:**	**DESCRIBE:**
TT	7	**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.**	*The picture shows a box with a question mark. The box is under the date.*
TT	7	**Bella is writing to Irene. Which words belong in the first box, "Dear Bella," [POINT] or "Dear Irene," [POINT]?**	

ENGLISH LANGUAGE ARTS

TRAINING TEST (TT)

Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	7	**POINT TO** the pink box in the letter. **SAY:**	**DESCRIBE:**
TT	7	**This is where the closing of a letter is written. A closing includes friendly words that end the letter. Bella is writing to her friend. Which words belong in this box, "March 14, 2014" [POINT] or "Your friend," [POINT]?**	*The picture shows a box with a question mark. The box is under the last line of the letter.*
TT	7		
TT	7		
TT	7		
TT	7	**POINT TO** the green box in the letter. **SAY:**	**DESCRIBE:**
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" [POINT] or "2-0-0-5-1 Summit Drive" [POINT]?**	*The picture shows a box with a question mark. The box is at the bottom of the letter.*
TT	7		
TT	7		
TT	7		
TT	8	**SAY:** **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.**	
TT	8		
TT	8		
TT	8		
TT	8	**READ** the paragraph.	**DESCRIBE:** *The picture shows a measuring glass. The picture shows a person scrubbing carpet.*
TT	8		
TT	8	**POINT TO** the numbered list. **SAY:**	
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**	

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TRAINING TEST (TT)

Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	8	**happen. Details help readers better understand what they are reading.**	
TT	8	**READ** and **POINT TO** the details in the first two steps.	
TT	8	**SAY:**	
TT	8	**The last three details are missing. POINT TO** each blank.	
TT	8	**READ** the sentence below.	
TT	8	**Which three details belong in the boxes to complete the steps of the project?**	
TT	8	**POINT TO** each option as it is read. Allow the student time to select the three final steps.	
TT	8	**PROMPT** the student to select the final steps, if necessary.	

— End of ELA Training Test —

Mathematics

Directions for Administration Script

MATHEMATICS

TRAINING TEST (TT)

Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
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— Begin with the Student Response Check (SRC) —

Upon logging onto the mathematics training test, begin with administering the first test question following the script below.

Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	1	**SAY:** Becky and Mike each have some shirts.	**DESCRIBE:** *Video of shirts being counted.*
TT	1	**SAY:** Watch as Becky counts her shirts. One, two, three, four, five.	
TT	1	**SAY:** Watch as Mike counts his shirts. One, two, three.	
TT	1	**SAY:** Choose a person.	**DESCRIBE:** *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.* *First option shows picture of boy with light hair, labeled Mike.* *Second option shows picture of girl with dark hair, labeled Becky.*
TT	1	**SAY:** Put the picture next to the correct number of shirts to complete the graph.	
TT	1	**POINT TO** Mike and Becky as you read. **SAY:**	

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MATHEMATICS

TRAINING TEST (TT)

Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	1	**Mike, Becky**	
TT	1	**SAY:** **Select the person to be dropped into the graph.**	
TT	1		

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Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	2	**SAY:** **Becky and Mike counted their shirts together and then gave one shirt to Ken.**	**DESCRIBE:** *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		
TT	2	**SAY:** **How many shirts do Becky and Mike have now?**	
TT	2		
TT	2	**SAY:** **Enter your answer in the box.**	
		POINT TO the equation as you read.	

Mathematics

TRAINING TEST

MATHEMATICS

TRAINING TEST (TT)

Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	3	**SAY:** **Jason solved the equation shown.**	
TT	3	**SAY:** **Select the answer for the expression two times three.**	
TT	3	**SAY:** **Is the answer three?**	
TT	3	**SAY:** **Is the answer five?**	
TT	3	**SAY:** **Is the answer six?**	
TT	4	**SAY:** **Mika drew some line graphs to teach Brad about proportional relationships.**	**DESCRIBE:** *Figure shows three four quadrant graphs with horizontal and vertical axes numbered only with zero at the origin.*
TT	4	**SAY:** **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	**SAY:** **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	**SAY:** **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	**POINT TO** the graph as you read.	**DESCRIBE:**

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MATHEMATICS

TRAINING TEST (TT)

Stage	No.	Administration Script	Alternative Text for Students with Visual Impairments
TT	4		*Graph: Figure shows a graph with horizontal and vertical axes numbered zero through six. There is a red ray graphed from zero, six, to six, zero.*
TT	4		
TT	4		
TT	4		*Option A: Figure shows the word yes and a green thumbs up picture.*
TT	4		
TT	4		*Option B: Figure shows the word no and a red thumbs down picture.*
TT	4	**SAY:** **Does this graph show a positive proportional relationship?**	
TT	4	**SAY:** **YES or NO?**	

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

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

Mathematics

TRAINING TEST

SECURE TEST MATERIAL

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MATHEMATICS

TRAINING TEST (TT)

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

CAASPP

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SECURE TEST MATERIAL

Version [Training Test] **Grade [Training Test]**

MATHEMATICS

TRAINING TEST (TT)

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

MATHEMATICS

TRAINING TEST (TT)

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

— End of Mathematics Training Test —

Mathematics

TRAINING TEST