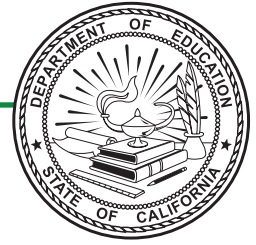
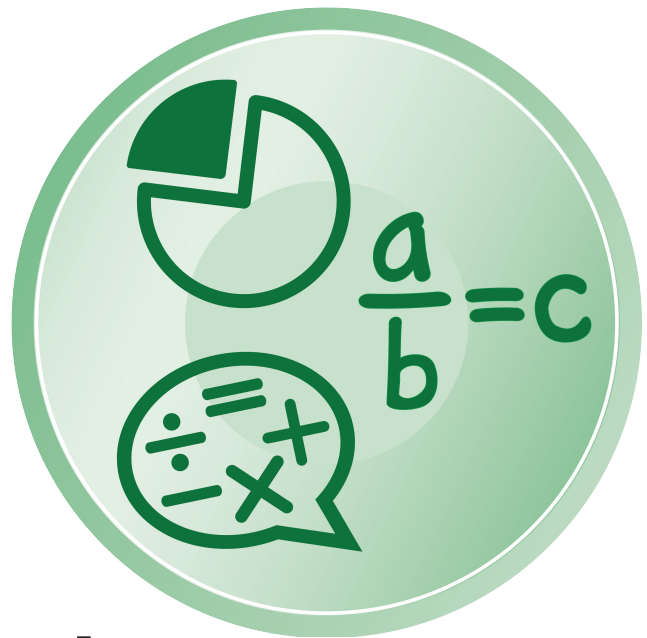


California Alternate Assessment

California Assessment of Student
Performance and Progress



English Language Arts/Literacy and Mathematics Directions for Administration



Grades 3–8 and 11 Training Test



CAA for ELA and Mathematics Administration Notes

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 the California Technical Assistance Center (CalTAC) by phone at 800-955-2954 or by email at caltac@ets.org. CalTAC is open from 7 a.m. to 5 p.m., Monday through Friday.
- 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

Introduction to the California Alternate Assessments (CAAs) Training Test *Directions for Administration (DFA)*

This manual contains directions and the specific scripts you will need to administer training tests for the California Alternate Assessments for English Language Arts/Literacy (ELA) and Mathematics. It is a companion document to the online training tests.

The purposes of the CAA training 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 training 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.

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

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

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

Directions for Administration (cont.)

About the *Directions for Administration*

The *DFA* contains two sections: English Language Arts and Mathematics. All *DFA*s begin with ELA, but either training test may be administered first.

Additional Information

- [How to Start a Practice Test Session for the CAAs](https://www.cde.ca.gov/ta/tg/ca/documents/caaqrpractice.pdf) web document at <https://www.cde.ca.gov/ta/tg/ca/documents/caaqrpractice.pdf>
- [California Alternate Assessments](http://www.caaspp.org/administration/about/caa/) web page at <http://www.caaspp.org/administration/about/caa/>

Using the *Directions for Administration*

This *DFA* contains the script for administration of the CAA for ELA and Mathematics Training Test. 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	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> .
ALT	The test examiner reads the alternative text instead of pointing to the image.

Directions for Administration (cont.)

Alternative Text for a Student with Visual Impairment **ALT**

Within the *DFA* is boxed and *italicized* text preceded by the **ALT** symbol that provides the Alternative Text for a Student with Visual Impairment. The alternative text in these boxes should be used to describe images for a student who is not able to fully access the images or videos used in the assessment.

The alternative text is intended to be a supplement to the administration script and should not be used in place of the administration script. Where the administration script prompts a test examiner to “**POINT TO**” an image, the test examiner would instead read the relevant alternative text to the student. The alternative text can be repeated based on a student’s need or request. The alternative text should be read exactly as it is written in the *DFA*, without clarification or rephrasing.

Mathematical Symbols

In the mathematics test, some of the *DFAs* will use mathematical expressions rather than using 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

Directions for Administration (cont.)

Student Responses

The CAAs are designed for one-on-one administration between a student and a test examiner who is familiar with the student. Like other standardized assessments, the CAA for ELA and Mathematics should be administered to each student in a consistent manner according to the directions provided, with variations only as specified in each student's individualized education program (IEP). When able, students should enter responses directly into the testing device. In some cases, the test examiner may select the responses indicated by the student by means that include, but are not limited to, gesture, eye gaze, or an alternative communicative device. In all cases, responses must come from the student and not from the test examiner. **Hand-over-hand or other physical prompting by the test examiner is NOT permitted on any CAA.**

Student Engagement

Establishing and maintaining student engagement is important to the successful administration of the CAA for ELA and Mathematics. Test examiners should

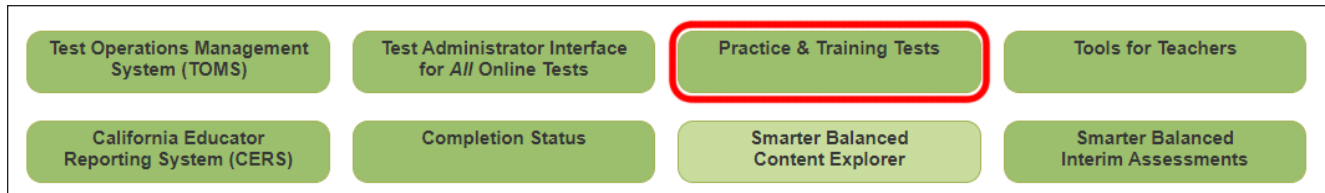
- provide the student with as much time as needed,
- allow the student to communicate as the student does every day,
- give the training test multiple times to provide practice to the student,
- pause and resume the training test as needed to allow the student to perform well, and
- end the test when the student is not engaged or is showing signs of behavioral or sensory concerns, even after a break has been provided.

Directions for Administration (cont.)

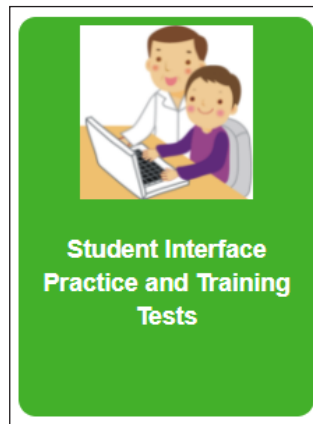
Logon Instructions

How to Start a Test Session as a Guest

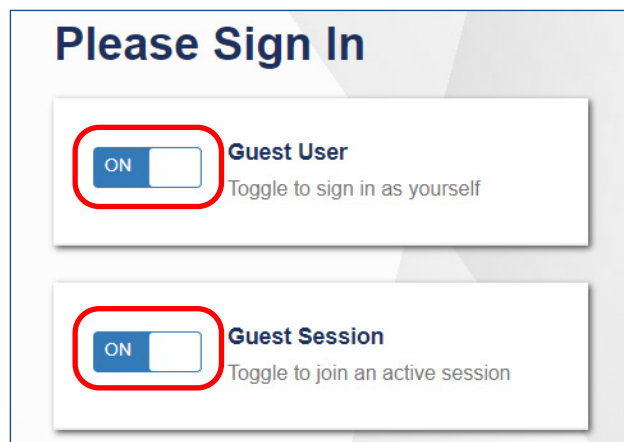
- 1) On any supported Internet-connected device, launch a supported web browser.
- 2) Go to <http://www.caaspp.org/> and select the **[Practice & Training Tests]** button (circled).



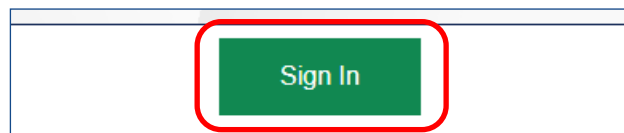
- 3) Select the **[Student Interface Practice and Training Tests]** button.



- 4) Make sure Guest User and Guest Session indicate "On."



- 5) Select the **[Sign In]** button.



Directions for Administration (cont.)

6) Select the student's grade in the drop-down menu (circled).

Your Tests
Select the test you need to take.

Grade:

Please select a grade.

7) Select the appropriate CAA training test for the student (circled).

Your Tests
Select the test you need to take.

Grade:

Smarter Balanced Practice Tests

- [Start Grade 3 ELA Practice Test](#)
This is opportunity 1 of 99
- [Start Grade 3 ELA Performance Task](#)
This is opportunity 1 of 99
- [Start Grade 3 Math Practice Test](#)
This is opportunity 1 of 99
- [Start Grade 3 Math Performance Task](#)
This is opportunity 1 of 99

Smarter Balanced Training Tests

- [Start Grades 3-5 ELA Training Test](#)
This is opportunity 1 of 99
- [Start Grades 3-5 Math Training Test](#)
This is opportunity 1 of 99

California Alternate Assessment (CAA) Practice Tests

- [Start CAA Grade 3 ELA Practice Test](#)
This is opportunity 1 of 99
- [Start CAA Grade 3 Math Practice Test](#)
This is opportunity 1 of 99

California Alternate Assessment (CAA) Training Tests

- [Start CAA Grades 3-8 and 11 ELA Training Test](#)
This is opportunity 1 of 99
- [Start CAA Grades 3-8 and 11 Math Training Test](#)
This is opportunity 1 of 99

Directions for Administration (cont.)

- 8) Select the appropriate test settings for the student and then the **[Select]** button (circled).

Choose Settings:
Review the following test settings. You can change the options, if necessary.

CAA Grades 3-8 and 11 Math Training Test

Presentation
Presentation English

Integration with Assistive Technology
Permissive Mode OFF

Visual Assistance Resources
Color Contrast: Black on White (default)
Zoom: No default zoom applied
Streamlined Mode: OFF

Concentration Assistance Resources
Line Reader: ON
Masking: OFF
Mouse Pointer: System Default

Select Undo Changes Go Back

- 9) Verify that the sound and video playback are working properly. Select the play button (circled) and then the **[I could play the sound and video]** button (circled). If the sound and video playback are not working properly, select the **[I could not play the sound or video]** button and follow the instructions on the next screen.

Sound and Video Playback Check

Play button circled in red.

I could play the sound and video I could not play the sound or video

Directions for Administration (cont.)

- 10) Select the **[Continue]** button.
- 11) Select the **[Begin Test Now]** button.
- 12) Administer the assessment using the script that starts in the next section of this *DFA*.

Test examiners can also start a training test session using the same procedures as the operational tests.

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Administration Scripts for ELA Test Questions

Grade 3

1

SAY: Which picture shows something used for writing and drawing? This picture?

POINT TO the pencil.

ALT *The picture shows a pencil.*

SAY: This picture?

POINT TO the scissors.

ALT *The picture shows a pair of scissors.*

SAY: Or this picture?

POINT TO the glue.

ALT *The picture shows a bottle of glue.*

If the student responds incorrectly,

SAY: Let's try that question again.

READ the item again.

SAY: Which picture shows something used for writing and drawing? This picture?

POINT TO the pencil.

SAY: Or this picture?

POINT TO the remaining option.

**Passage**

SAY: We will read a story titled “Whiskers the Cat.” First let’s read vocabulary from the story.

Proceed to the Vocabulary Preview.

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

ALT *The picture shows a cat named Whiskers.
The picture shows a girl named Teresa smiling.*

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. **POINT TO** the corresponding pictures as the story is read.

ALT *The picture shows Whiskers.
The picture shows Teresa smiling.
The picture shows Teresa acting shy.
The picture shows Teresa picking Whiskers up from the floor.
The picture shows Teresa holding Whiskers and smiling.*

After the story has been read,

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



2

POINT TO the picture of Teresa.

ALT *The picture shows Teresa.*

Part A

SAY: We will read a sentence. A word is missing from the sentence.

POINT TO the sentence.

SAY: Listen as I read the sentence.

READ the sentence aloud and **POINT TO** each word as it is read.

SAY: Sometimes, Teresa is “blank” around other people. Which word goes in this box?

POINT TO the blank box in the sentence.

SAY: Is Teresa loud around other people?

POINT TO the word “loud.”

SAY: Is Teresa shy around other people?

POINT TO the word “shy.”

SAY: Or is Teresa funny around other people?

POINT TO the word “funny.”

Part B

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

3

SAY: Listen as I read part of the story again. Then I will ask you a question.

POINT TO the sentences in the text box and **READ** the sentences aloud.

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



4

POINT TO the picture of Whiskers.

ALT *The picture shows Whiskers.*

SAY: What words would Teresa use to describe Whiskers? Tell two words.

Refer to the student’s usual mode of writing to prompt the student to begin.

- If the student uses the computer or an AAC device to write,
SAY: Use the computer/your device [or other familiar word] to write two words Teresa would use to describe Whiskers.

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 words Teresa would use to describe Whiskers. I will type your answer on the computer/write it for you [or other wording familiar to the student].

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

SAY: What is another word Teresa would use to describe Whiskers?

SCORE the student using the rubric below.

Scoring Rubric*

Score A	Score B	Score C
The student provides two words that describe Whiskers. Examples include: white / fluffy / great / blue eyes / beautiful / loving	The student provides one word that describes Whiskers.	The student does not provide any words that describe Whiskers.

*Please assess only the factors mentioned in the scoring rubric. Writing conventions (grammar, capitalization, and spelling) should not influence the score.



5

SAY: We will read about coloring books. Follow along as I read aloud.

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

ALT *Two pictures are shown. The first picture shows a child using a crayon to color in a coloring book. The second picture shows a woman using a colored pencil to color in a coloring book design.*

After the passage has been read,

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

SAY: This is a chart. Some information is missing from the chart. You will fill in the missing information.

POINT TO the chart.

SAY: This side of the chart is titled “Coloring Books for Children.”

POINT TO the title on the left side of the chart.

SAY: This side of the chart is titled “Coloring Books for Adults.”

POINT TO the title on the right side of the chart.

SAY: These show the kinds of pictures that are in coloring books.

POINT TO the options and **READ** each one aloud.

ALT *The picture shows a design made up of many circles and shapes.*

ALT *The picture shows a simple drawing of a chicken.*

SAY: Which pictures are in coloring books for children?

POINT TO the blank box under “Coloring Books for Children.”

SAY: Difficult designs?

POINT TO the option that reads “difficult designs.”

SAY: Or simple drawings?

POINT TO the option that reads “simple drawings.”

SAY: Which pictures are in coloring books for adults?

POINT TO the blank box under “Coloring Books for Adults.”

SAY: Difficult designs?

POINT TO the option that reads “difficult designs.”

SAY: Or simple drawings?

POINT TO the option that reads “simple drawings.”



Grade 5

6

SAY: Listen as I read two sentences. Follow along as I read aloud. Then I will ask you a question.

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

ALT *The picture shows a bottle of glue. A drop of glue is placed on a piece of paper.*

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

If the student responds incorrectly,

SAY: Let's try that question again.

READ the item again and **POINT TO** the remaining two options as each one is read.

Grade 6

7

SAY: We will read about what a soccer referee wears. Follow along as I read aloud. Then I will ask you a question.

POINT TO the picture above the sentences.

ALT *The picture shows two soccer players talking to a soccer referee during a game.*

POINT TO the two sentences.

SAY: A soccer referee wears a yellow shirt. He also wears black shorts. Which picture shows a soccer referee? This one?

POINT TO the picture in option A.

ALT *The picture shows a man wearing a yellow shirt and black shorts.*

SAY: This one?

POINT TO the picture in option B.

ALT *The picture shows a man wearing a blue shirt with a badge on it.*

SAY: Or this one?

POINT TO the picture in option C.

ALT *The picture shows a man wearing a hard hat and an orange vest.*



Grade 7

8

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

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

ALT *The picture shows a group of students working at a table. They are talking to each other and writing on pieces of paper.*

After the story has been read,

SAY: We have finished reading. Now I will ask you a question. Listen as I read a sentence from the story again.

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

SAY: What does “cooperate” mean? Pick two answers.

POINT TO each option as it is read.

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

SAY: What else does “cooperate” mean?

Grade 8

9

POINT TO the picture.

ALT *The picture shows a person using a pen to write his name on a piece of paper.*

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

Grade 11

10

POINT TO the picture in the text box.

ALT *The picture shows a large lake with trees, mountains, and rocks around it.*

SAY: Listen as I read a sentence. Follow along as I read aloud. Then I will ask you a question.

READ the sentence aloud.

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

— End of test —



Administration Scripts for Math Test Questions

Grade 3**1**

POINT TO the place value chart.

SAY: The number 592 is shown in the place value chart.

POINT TO each number in the place value chart.

SAY: There are 5 hundreds, 9 tens, and 2 ones.

READ the sentence with each option inserted, and **POINT TO** each option as it is read.

Grade 4**2**

POINT TO the picture.

SAY: A student went shopping for school supplies.

SAY: The student bought 2 folders for \$1.00 each and paper for \$1.19.

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

SAY: The student also bought some other supplies that cost \$4.50. She gave the clerk a \$10 bill to pay for these supplies.

READ the sentence with each option inserted, and **POINT TO** each option as it is read.

Grade 5**3**

POINT TO the bar graph.

SAY: The graph shows which shapes students liked best on T-shirts.

POINT TO each bar on the bar graph.

SAY: Eight students liked triangles. Two students liked stars. Six students liked hearts. Three students liked squares.

SAY: Choose the shape that is most popular.

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

SAY: Choose the shape that is least popular.

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

SAY: Choose both.



Grade 5

4

POINT TO the graph.

SAY: Look at this graph. This is a blank grid. Both axes are numbered from 0 to 4.

READ the direction.

SAY: Choose the correct place on the grid where the point (2, 0) should be. If you make a mistake, choose “Undo” or “Start Over” to try again.

Grade 6

5

POINT TO the set of numbers.

SAY: Look at this set of numbers.

READ the numbers and **POINT TO** each number as it is read.

READ the direction.

SAY: Is it 9?

ALT The picture shows 9 dots.

SAY: Is it 8?

ALT The picture shows 8 dots.

SAY: Is it 5?

ALT The picture shows 5 dots.

SAY: Or is it 4?

ALT The picture shows 4 dots.



Grade 7

6

POINT TO the bar graph.

SAY: Look at the bar graph. This bar graph shows the favorite colors of some students.

POINT TO each bar on the bar graph.

SAY: Three students chose red. Two students chose yellow. Four students chose orange. One student chose green.

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

If the student responds incorrectly,

SAY: Let's try that question again.

READ the item again and **POINT TO** the remaining two options as each one is read.

Grade 7

7

Play the video. Enlarge or replay as needed.

READ the question and **POINT TO** the box.

SAY: Enter your answer in the box.

Grade 8

8

POINT TO the graph.

SAY: Look at this graph. This graph shows the number of hours it takes to make different numbers of t-shirts.

POINT TO each corresponding part on the graph.

SAY: The x-axis is labeled "Hours." The y-axis is labeled "Number of T-Shirts." The line starts at 0 hours and 0 t-shirts and continues up and to the right. It passes through the points (2, 1) and (4, 2).

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



9

POINT TO the table.

SAY: Look at this table. This table shows the number of haircuts each day.

POINT TO each corresponding row of the table.

SAY: On Monday, there were 8 haircuts. On Tuesday, there were 6 haircuts. On Wednesday, there were 7 haircuts.

POINT TO the bar graph.

SAY: Here is a bar graph with some of the same information.

POINT TO the bar for “Monday.”

SAY: There were 8 haircuts on Monday, so the bar for “Monday” goes to 8.

POINT TO the bar for “Tuesday.”

SAY: There were 6 haircuts on Tuesday, so the bar for “Tuesday” goes to 6.

READ the direction.

POINT TO the space for “Wednesday.”

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

10

READ the item.

POINT TO the set of 4 paper clips and the first box.

SAY: 4 paper clips + what? What do we add to the 4 paper clips?

POINT TO each option.

SAY: Is it 4 paper clips + 14 paper clips?

4 paper clips + a box of paper clips?

Or 4 paper clips + 4 paper clips?

POINT TO the second box.

SAY: What does the math problem equal?

READ the full math problem with the student’s answer to the first box inserted, using the first remaining option as the answer to the second box.

READ the full math problem again with the student’s answer to the first box inserted, using the second remaining option as the answer to the second box.

— End of test —

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Appendices

Appendix A: CAA for ELA and Mathematics Training Test Administration Checklist

Administering a CAA Training Test Session

Testing Checklist

- Confirm that all needed materials for administration including testing device, paper, pencil, and AAC device have been gathered.
- Confirm or apply the correct test settings for the student.
 - If you are an educator administering the training test using the same procedures as the operational tests**, confirm that the student has been assigned the correct test settings (designated supports and accommodations) in the Test Operations Management System (TOMS).
 - If you are an educator, a parent, or a guardian administering the training test using a standard supported web browser without the use of the Test Administrator Interface or secure browser**, apply the appropriate test settings (designated supports and accommodations) for the student in the Student Testing Interface for the training tests directly.
- Administer the training test using the instructions in the [Administration Scripts for Test Questions](#) section of this *DFA*.

How to Print this *DFA* (Optional) or View the *DFA* Online

Printing Instructions

If possible, choose the following settings when printing the *DFA*:

- Select two-sided printing (with binding on the long edge).
- Staple on the vertical edge, left-hand side of the printed document.

Instructions for Viewing Online

- Open the PDF file in Adobe Acrobat.

Appendices (cont.)

Appendix B: Graphics Attributions

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