Directions for Test Administration

Grades 6-8
Online Tools Training (OTT)
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Purpose

The Directions for Test Administration (DTA) provides the test administrator (TA) of the LEAP Connect Online Tools Training (OTT) specific instructions for administration of a particular OTT. Each DTA provides the exact wording of the items to be used by the TA for each subject. The purpose of the OTT is to help students become familiar with the online testing format and to practice using the online tools that will be on the LEAP Connect test. The OTT includes sample items from multiple grade levels to practice the online tools only, not to prepare for the content of the LEAP Connect test.

Directions

1. Know and follow all directions for test administration provided in this Directions for Test Administration (DTA).
2. Each time it directs the TA to point to an image, this means to point to the computer screen or if there is a printed reference material available. The student should not be shown the DTA at any time for the OTT or the actual test administration.
3. Be familiar with and utilize the Text to Speech (TTS) as appropriate. The Online Tools Training includes TTS that will read aloud the text of directions, Practice Hints, passages, items, and answer options and will also read aloud standardized descriptive statements for tables, charts, graphs, and timelines.
   a. This text is read to all students using a consistent rate of reading and tone of voice. If a student wishes to have any or all of the text repeated, click on the Starting Points button (the circle between the Stop and Play/Pause buttons). Then use the mouse to select the starting point (blue circle) just before the text that needs to be repeated.
   b. To change the volume or speed of the TTS or turn off the follow-along, select the Options button at the bottom of the screen, then select Audio Settings and adjust as desired.
   c. If the TTS will not be used, the TA can turn off the volume and the follow-along using the Audio Settings. The TA must read the directions, items, answer option text, and graphic descriptions exactly as written using a consistent rate of reading and tone of voice.
4. Be familiar with and utilize the Alternative Text as appropriate. Alternative Text is bracketed and written in italics. Alternative Text is included for students who are blind or have a visual impairment and require graphics to be described. This Alternative Text includes descriptive statements for tables, charts, graphs, and any graphics necessary for appropriate interaction with the items to be described.

Guidelines

1. Guiding a student response must be deliberately avoided. Such cueing might include voice, rate of reading, positioning of correct response option, or body language that would suggest a preference or indicate a correct response. To ensure fidelity of test administration, the TA must use a consistent voice, rate of reading, positioning of response options, and body language during
oral presentation.

2. **If the TTS is not used, the TA may read the directions, passage, item, response options, and graphic descriptions.** All text must be read to students exactly as written, i.e., no paraphrasing or variation of speed to emphasize words in ways that provide hints as to correct or incorrect responses.

3. The Test Administrator (TA) may use statements to **encourage** the student to respond (e.g., “only one more to go,” “just five minutes until a break,” “keep working,” “I like the way you are listening and following directions”), but does not indicate either the correct or incorrect response.

**Guidance on Printed Materials**

Reading Reference Materials include required graphics and the answer options for each sample item. The DTA will prompt the TA when the required graphics are to be presented to the student. The answer options are included so they can be copied and used as needed (e.g., eye gaze boards). Reference Materials are available on eDIRECT.

Writing Stimuli are provided for the constructed-response item. Writing Stimuli are part of the Reference Materials and should be used for practice with the Online Tools Training. Please review the items and prepare materials as needed **prior to the administration** of the constructed-response writing item.

**Selected-Response Items**

Selected-response items are presented to students in a standard format. Every item is presented in the following order:

- Practice hint (found only in items or passages in the Online Tools Training and provide guidance on how to use tools within the online testing engine)
- Item stimulus (which may include a passage, passage part, picture, graphic, or other illustration)
- Item question
- Answer options (which are indicated by radio buttons and presented vertically)

Students independently select a response from the options. Being mindful that students will respond in a variety of ways (e.g., with words, gestures, eye gaze, communication devices, assistive technology, etc.), TAs may enter responses on behalf of the student. Ensure that Augmentative and Alternative Communication (AAC) and assistive technology (AT) used routinely for instruction are available to support the student in communicating responses.
Reading Selected-Response Item Example

The LEAP Connect Online Tools Training reflect grade-level content presented at varying degrees of complexity. The following item example illustrates a selected-response item and components which support the ways that students with a wide range of learner characteristics are presented with assessment tasks. The following item example does not reflect ALL content that is assessed in each grade-level content area and does not represent every degree of complexity.

The following reading item example identifies the components of a selected-response item.

Reading Item Example

Directions

We read about volcanoes. We are going to read a sentence again. Listen for clues that tell you what the word vent means.

When pressure builds, the molten rock can come to the surface through a vent.

What does the word vent mean in this sentence?

A. an opening in a volcano
B. to tell your feelings about volcanoes
C. an opening where air can leave a house

Would you like to read the sentence again before you answer the question?
The LEAP Connect Online Tools Training reflect grade-level content presented at varying degrees of complexity. The following item example illustrates a selected-response item and components which support the ways that students with a wide range of learner characteristics are presented with assessment tasks. The following item example does not reflect ALL content that is assessed in each grade-level content area and does not represent every degree of complexity.

The following mathematics item example identifies the components of a selected-response item.
Mathematics Item Example

This item is about fractions. → TTS or TA reads item directions.

This fraction bar is divided into 4 equal parts.

*Point to each part.* → Directions for TA to point to each part.

There is 1 part that is shaded. → TTS or TA reads item text.

*Point to the shaded part.* → Directions for TA to point to shaded part.

This fraction shows that 1 of the 4 parts is shaded. → TTS or TA reads item text.

*Point to the fraction.* → Directions for TA to point to the fraction.

\[ \frac{1}{4} \]

This fraction bar is divided into equal parts. → TTS or TA reads item text.

There is 1 part shaded. → TTS or TA reads item text.

*Point to the shaded part.* → Directions for TA to point to shaded part.

What part of the fraction is shaded? → TTS or TA reads item text.

*Point to each option as the TTS or TA reads each option.*

A. \( \frac{1}{2} \) → Directions for TA to point to each answer option as the TTS or TA reads each option.

B. \( \frac{1}{4} \) → TTS or TA reads answer choices.

C. \( \frac{1}{8} \)
English Language Arts
Online Tools Training
Directions

We are going to read an informational text about a man named Mark Twain. He lived a long time ago and wrote books. After we read, you will be asked a question about an argument the author makes.

The Life and Works of Mark Twain

Mark Twain was an American writer. He was born in 1835. He wrote many books, but his best known books are The Adventures of Tom Sawyer and Adventures of Huckleberry Finn. Both books are set in Missouri. This is where Twain lived.

Twain first began by writing articles and drawing sketches for his brother’s local newspaper. He became well known after he wrote a short humorous story.

Twain lived his life on the go. He traveled throughout the country and overseas. He gained the attention of presidents and celebrities.

Twain was fascinated by science and technology. He actually created several inventions. His love of science was reflected in his book, A Connecticut Yankee in
King Arthur’s Court. In this book, one of the characters is a time traveler. This type of story was one of the first of its kind.

Mark Twain has influenced many people. He is seen as a great American author.
Sample Item 1

Remember, an author uses an argument, based on facts, to make the reader believe something.

What argument did the author make about Mark Twain?

*Point to each option as the Text to Speech (TTS) or Test Administrator (TA) reads each option.*

A. Mark Twain was a famous scientist.

B. Mark Twain lived in Missouri.
C. Mark Twain was a talented author.

Would you like to read the text again before you answer the question?
We read about a man named Mark Twain. We are going to read part of the text again. Then you will be asked a question about an inference.

The Life and Works of Mark Twain

Mark Twain was an American writer. He was born in 1835. He wrote many books, but his best known books are The Adventures of Tom Sawyer and Adventures of Huckleberry Finn. Both books are set in Missouri. This is where Twain lived.

Twain first began by writing articles and drawing sketches for his brother's local newspaper. He became well known after he wrote a short humorous story.

Twain lived his life on the go. He traveled throughout the country and overseas. He gained the attention of presidents and celebrities.
Sample Item 2

This is the first item of a two-part item.

Mark Twain was a famous writer.

Which sentence tells that Mark Twain was famous?

Point to each option as the TTS or TA reads each option.

A. He was born in 1835.

B. He wrote for his brother’s newspaper.

C. He became well known after he wrote a story.

Would you like to read this part again before you answer the question?
Sample Item 3

*This is the second item of a two-part item.*

What is another sentence that tells that Mark Twain was famous?

*Point to each option as the TTS or TA reads each option.*

A. The setting of both books is in Missouri.

B. He traveled throughout the country.
C. He gained the attention of presidents and celebrities.

Would you like to read this part again before you answer the question?
We are going to read a story about a boy named Dylan who writes a journal about his friends. After you read, you will be asked questions. Listen for how Dylan spends time with his friends.

**My Journal, My Friends, and Me**

Monday

My name is Dylan. I am twelve years old. This is my journal. Years from now, I want to remember everything about my friends. I plan to write in my journal at the end of the day. Sometimes in school, I find writing boring. It is not the same for my journal—it is about me!

Tuesday

Playing basketball was exhausting. I am tired, but I don't mind. I scored three times! Mason and Carlos scored points too. Carlos said he scored 100 points. But I knew he was exaggerating. Actually, Carlos only scored 10 points.

During the game, our coach kept shouting to pass the ball. We needed to pass the ball to each other. We needed to play like a team. And we did! Everyone on the team scored some points. Basketball is the best sport ever with a friend like Carlos.
Thursday
Miss Johnson has been my neighbor for as long as I can remember. She is a senior citizen. This may seem weird, but Miss Johnson is a great friend. She is nearly 6 times as old as me. Yet, Miss Johnson always seems happy to see me.

It was a hot and sticky day when I saw Miss Johnson. I went over to visit her. We went outside into her garden to pull weeds. I pointed to the violets in the shade. Miss Johnson shared, “Not all plants like the sun.” Then I pointed to the irises. “Oh, irises like plenty of sunshine,” she said.

Miss Johnson teaches me all about plants. I am so lucky. Miss Johnson will always be my favorite neighbor.

Friday
This week flew by! I had fun playing basketball with Mason and Carlos. I had fun with my neighbor, Miss Johnson. I am glad I have friends that are young and old.

Time for sleep. I think I am going to need lots of energy tomorrow. I plan on staying busy with my friends.

Would you like to read the story again before you answer a question?
Sample Item 4

Dylan likes to spend time with his friends.

Which sentence from the story shows how Dylan spends time with his friends?

Point to each option as the TTS or TA reads each option.

A. He gets letters from many friends.

B. He writes about his friends in a journal.
C. He plays basketball with his friends.

Would you like to read the story again before you answer the question?
Sample Item 5

What is another sentence from the story that shows how Dylan spends time with his friends?

Point to each option as the TTS or TA reads each option.

A. He goes to the plant store with Miss Johnson to buy plants for her garden.

B. He learns about plants from Miss Johnson and helps take care of them.
C. He lives in the house next to Miss Johnson’s house.

Would you like to read the story again before you answer the question?
We read a story about a boy named Dylan who writes a journal about his friends. We are going to read part of the story again. Listen for clues that tell you what the word **exaggerating** means.

**Tuesday**

Playing basketball was exhausting. I am tired, but I don’t mind. I scored three times! Mason and Carlos scored points too. Carlos said he scored 100 points. But I knew he was **exaggerating**. Actually, Carlos only scored 10 points.
Sample Item 6

What does the word **exaggerating** mean in this sentence?

*Point to each option as the TTS or TA reads each option.*

A. working hard at a task

B. laughing with friends
C. saying more than the truth

Would you like to read this part again before you answer the question?
We are going to read an informational text about seabirds. After we read, you will be asked a question about the conclusion that a seabird is a good hunter.

**Fishing with Wings**

Seabirds fish for their dinner in the salty waters of the ocean. Seabirds are built to catch fish.

Some seabirds drop from the sky. They plunge into the water to catch their dinner. Some seabirds swim underwater. They dive deep down into the water to catch their dinner.

There are plenty of places for a seabird to fish. That’s because more than 70% of Earth is covered by oceans. The shoreline of Louisiana is home to more than one kind of seabird. Two kinds of seabirds are the Brown Pelican and the Cormorant.
From the Sky

The Brown Pelican is a large bird. It has a long neck and a dark body. The pelican looks for prey while flying above the ocean. From high above, it can spy a fish swimming beneath the surface. The pelican plunges down with its large wings tucked in. The pelican points its long bill down and dives toward the fish.

The pelican scoops up its prey in a large pouch. The pouch helps the pelican catch the fish. It quickly swallows the fish. Then, the pelican looks for another tasty meal from high above the ocean.

Under the Water

The Cormorant is a large bird with a long tail. It can dive as deep as 150 feet into the ocean to find prey. The Cormorant has webbed feet that help it move quickly underwater. Its wings work like a rudder on a boat. Under the water, the Cormorant can turn using its wings.
The Cormorant uses its long, thin bill to catch fish or eels. Then, it rests near the edge of the water to get dry. The Cormorant spreads its wings to dry its feathers. Now it is time to fly and go fishing again!

**Skilled Hunters**

Seabirds use their wings and bills to find food from high above and in the depths of the ocean. Their *survival* depends on an ability to find and eat food.

All along the shoreline of Louisiana, these skilled hunters fish in the deep ocean waters.
Sample Item 7

A seabird is a good hunter.

Which sentence from the text tells that a seabird is a good hunter?

*Point to each option as the TTS or TA reads each option.*

A. “It quickly swallows the fish.”

B. “Then, it rests near the edge of the water to get dry.”

C. “From high above, it can spy a fish swimming beneath the surface.”

Would you like to read the text again before you answer the question?

Sample Item 8

What is another sentence from the text that tells that a seabird is a good hunter?

*Point to each option as the TTS or TA reads each option.*

A. “It has a long neck and a dark body.”

B. “It can dive as deep as 150 feet into the ocean to find prey.”

C. “That's because more than 70% of Earth is covered by oceans.”

Would you like to read the text again before you answer the question?
We read about seabirds. We are going to read part of the text again. Listen for clues that tell you what the word **survival** means.

**Skilled Hunters**

Seabirds use their wings and bills to find food from high above and in the depths of the ocean. Their **survival** depends on an ability to find and eat food.

All along the shoreline of Louisiana, these skilled hunters fish in the deep ocean waters.
Sample Item 9

Which of these sentences uses the word survival correctly?

*Point to each option as the TTS or TA reads each option.*

A. The boy carries survival in his pocket.

B. The dog stands on the survival to see.
C. The plant needs water for survival.

Would you like to read this part again before you answer the question?
Gather the stimulus materials for the constructed response item. The stimulus materials can be found in the LEAP Connect Grades 6-8 Online Tools Training Reference Materials & Writing Stimuli.

**Writing Stimulus Materials List for What Happens When Someone is Tired**

**Card 1a:** Graphic Organizer Cause and Effect

**Card 2a:** a person will take a nap

**Card 3a:** a person will go outside

**Card 4a:** Eating fruits and vegetables everyday helps you be strong and healthy.

**Card 5a:** Response Template

**Card 6a:** Capital letters, end punctuation, complete sentence
Sample Item 10

You are going to write an essay that is about the cause and effect of what might happen because someone is tired.

*Present and point to Card 1a.*

First, you will plan your essay here.

*At this stage of the item administration, the TA will work with the student using the printed stimulus material provided. If the student will enter the response in the Online Tools Training, the student may type in the response areas on the screen instead of writing on Card 5a.*

*Move Card 1a out of view of the student. Present and point to Card 5a or the computer screen.*

Next, you will write your essay here.

Last, you will revise and edit your essay.

*Move Card 5a out of view of the student.*

*Present Card 4a. Point to Card 4a as you say the following statement:*

Cause-and-effect means that one event, the cause, makes the other event, the effect, happen. One example of a cause and effect is when you eat fruits and vegetables everyday helps you be strong and healthy. The effect is that you get strong and healthy. In your essay, you will write about what might happen because someone is tired.

*Move Card 4a out of view of the student.*

**Selection of Effect**

*Present Card 1a. Point to the “Cause” column on Card 1a.*

You can use this graphic organizer to plan what you will write.

The Cause is: Someone is tired.

Write one thing that a person might do because they are tired.

*Point to the space for “Effect” in the column on the right side of Card 1a.*

*If the student PROVIDES a relevant effect, go to Details step.*

*If the student DOES NOT PROVIDE a thing that a person might do because they are tired, present Cards 2a and 3a. Say the following statement:*
Here are effects of being tired. You need to pick something that might happen because someone is tired.

Point to and read each effect to student.

a person will take a nap

a person will go outside

Remove the unselected effect. Place the selected effect at the top right of the work space where the student can refer to it. Write the student’s selected effect in the space for “Effect” on the right of Card 1a. Go to Details step below.

NOTE: If the student still does not select an effect, select one of the two provided effects for which the student can provide details. If you select the effect, say the following statement:

You need an effect that might happen because someone is tired. I will add [Effect] to your graphic organizer.

Write the selected effect in the corresponding space on Card 1a. Remove Cards 2a and 3a.

Details

Point to Card 1a.

Now that you have picked the effect of being tired, you will add more information about it.

Present Card 4a.

Listen to this sentence: “Eating fruits and vegetables everyday helps you be strong and healthy.”

The details “strong” and “healthy” help the reader picture the person. Using details makes your writing more clear. When you write, remember to use details to describe the effects.

Remove Card 4a. Point to the “Effects” column on Card 1a.

You chose (Effect) as what might happen because someone is tired. Add details about (Effect) here.

Point to the space for Details in the “Effect” column on the right of Card 1a.

Move Card 1a to the side where the student can refer to it.
Introduction

Now that you have planned the effect caused by someone being tired to include in your essay, you will write the introduction.

Present Card 6a. Cover the row showing the examples of capital letters. Point to each punctuation mark as you read the following statement:

Good writing uses a period, exclamation point, or question mark at the end of each complete sentence.

Point to “Good writers use complete sentences.”

Good writers use complete sentences.

Remember to write complete sentences,

Point to the period in “Good writers use complete sentences.”

And use correct punctuation.

Move Card 6a to the side so that the student can refer to it when writing. Present Card 5a or point to the computer screen.

You can write your cause and effect essay about someone being tired here.

Point to Card 5a.

Remember, your introduction states that your essay is about the cause and effect of what might happen because someone is tired. You will use your notes to help you write your essay here.

Point to the space after the first sentence starter on Card 5a or the computer screen. Read the sentence starter using an upward inflection in your voice at the end to indicate that it is not a complete sentence.

The introduction is started for you. Finish this sentence.

Point to the lines after the first sentence starter on Card 5a or the computer screen.

In this essay, I will Say the following statement:

write about the cause and effect of _____

Now, I will read the introduction of your cause and effect essay to you.

Read aloud the introduction the student has written.
**Body**

*Point to Card 1a.*

Now use the notes from your graphic organizer about what happens when someone is too tired to write the body of your essay.

*Point to “Effect” in the second column on Card 1a.*

I will read your notes about the effect to you. You chose (Effect) as what might happen because someone is tired.

*Read “Effect and Details” on Card 1a to student.*

Remember to use details. Finish this sentence.

*Point to the lines after the second sentence starter on Card 5a or the computer screen.*

Because someone is tired __________

*Read using an upward inflection in your voice at the end to indicate that it is not a complete sentence.*

Now, you will add details to describe (Effect). Finish this sentence to tell about (Effect).

*Read the sentence starter [“This can be described…”] using an upward inflection in your voice at the end to indicate the student should complete the sentence.*

This can be described ______________

**Conclusion**

I will read what you have already written. Then, you will write your conclusion.

*Point to and read information on Card 5a or the computer screen.*

Remember, a conclusion restates that your essay is about the cause and effect of what happens when someone is tired.

The conclusion is started for you.

*Point to the final sentence starter on Card 5a or the computer screen.*

Finish this sentence.

In conclusion, ______

**Revising**
Now, I will read your cause and effect essay. Then, you can revise and make changes to your essay.

Point to and read all parts of Card 5a or the computer screen.

**Introduction**

Start with the introduction of your essay. You can revise the introduction.

Point to the student’s Introduction on Card 5a or the computer screen.

I will read the introduction of your essay to you.

Read the student’s Introduction on Card 5a or the computer screen.

You can use your notes as a checklist to be sure you included everything in the introduction of your essay.

Present Card 1a. Point to the “Cause” column on Card 1a.

Is there anything you want to revise in your introduction about what happens when someone is tired?

If the student INDICATES NO, move to the **Body**.

If the student INDICATES revisions, ask the student to write the revisions on Card 5a or the computer screen.

Make revisions to your introduction about what happens when someone is tired here.

Point to the space for “Introduction” on Card 5a or the computer screen.

**Body**

Next, you can make revisions to the body of your essay. I will read the body of your essay to you.

Point to and read the student’s Body on Card 5a or the computer screen.

You can use your notes as a checklist to be sure you included everything in the body of your essay. Remember you were to use details to describe the effect of someone being tired.

Present Card 1a. Point to the “Effects” column on Card 1a.
Is there anything you want to revise about what happens when someone is tired?

*If the student INDICATES NO revisions, move to the Conclusion.*

*If the student INDICATES revisions, ask the student to write the revisions on Card 5a or the computer screen.*

Make revisions to the body of your essay here.

*Point to the student’s Body on Card 5a or the computer screen.*

**Conclusion**

Next, you can make revisions to the conclusion of your essay.

*Point to the student’s Conclusion on Card 5a or the computer screen.*

I will read the conclusion of your essay to you.

*Read the student’s “Conclusion” on Card 5a or the computer screen.*

You can use your notes as a checklist to be sure you included everything in the conclusion of your essay.

*Present Card 1a. Point to the “Cause” and “Effect” columns on Card 1a.*

Is there anything you want to revise about what happens when someone is tired?

*If the student INDICATES NO revisions, move to Editing.*

*If the student INDICATES revisions, ask the student to write the revisions on Card 6a or the computer screen.*

Make revisions to the conclusion of your essay here.

*Point to the student’s Conclusion on Card 5a or the computer screen.*

**Editing**

Now, you can edit your essay.

*Present Card 6a. Cover the row showing the examples of capital letters. Point to each punctuation mark as you read the following statement:*

Good writing uses a period, exclamation mark, or question mark at the end of each complete sentence.

*Point to “Good writers use complete sentences.”*

Good writers use complete sentences.

Remember to use correct punctuation,
Point to the period in “Good writers use complete sentences.”

And write complete sentences.

Move Card 6a to the side so that the student can refer to it when writing. Present Card 5a or the computer screen.

Now, you can make edits to your essay.

If the student DOES NOT INDICATE any edits, move to Read Essay.

If the student INDICATES edits, ask the student to write the edits on Card 5a or the computer screen.

Read Essay

Point to Card 5a or the computer screen. If the student makes revisions or edits to the essay as it is read, make the revisions or edits. Only read the essay once.

Now that you have finished making your revisions and edits, I will read your final essay to you.

Read the final essay to the student.
Mathematics

Online Tools Training
Sample Item 1

This item is about solving a problem using a ratio.

June learned 6 new vocabulary words for every chapter she read. This is a ratio of 6 to 1.

Point to and read the ratio to the student.

[For all students, read “six to one.”]

6 : 1

June learned 60 new vocabulary words.

How many chapters did June have to read to learn 60 new vocabulary words?

Point to and read each option to the student.

A. 3 chapters
B. 6 chapters
C. 10 chapters
Sample Item 2

This item is about solving a problem using a ratio.

Connie earned $10 for every car she washed.

Point to the picture.

10:1

This is a ratio of 10 dollars earned for 1 car washed.

Point to and read each number in the ratio to the student. [For all students, read “ten to one.”]

10:1

How many dollars did Connie earn by washing 3 cars?

Point to and read each option to the student.

A. $10
B. $11
C. $30
Sample Item 3

This item is about solving a problem using a ratio.

The students in Ms. Victor’s class collected books.

There are three boxes.

Point to the picture of the three boxes.

Each box holds 2 books.

Point to the picture.

How many total books did the students put in to fill the 3 boxes?

Point to and read each option to the student.

A. 3 books
B. 5 books

C. 6 books
Sample Item 4

This item is about locating positive and negative numbers on a number line.

This is a number line.

*Trace the number line as the TTS or TA reads the graphic description.*

[Graphic description: “This is a number line beginning at negative five on the left, followed by ten equally spaced marks, ending on the right at five. The second mark to the right of zero has a point that is labeled two.”]

The numbers to the right of 0 are positive numbers.

*Point to the numbers to the right of zero, beginning at zero and moving to positive five.*

The numbers to the left of 0 are negative numbers. The symbol in front of these numbers means they are negative.

*Point to the numbers to the left of zero, beginning at zero and moving to negative five.*

This is 2 on the number line.

*Point to two on the number line.*

This is another number line.

*Trace the number line as the TTS or TA reads the graphic description.*

[Graphic description: “This is a number line beginning at negative five on the left, followed by ten equally spaced marks, ending on the right at five. There is a point on the line that is labeled A.”]
What is the location of Point A on the number line?

Point to Point A on the number line.

Point to each option as the TTS or TA reads each graphic description

[Graphic description: “A. negative five”]

A. – 5

[Graphic description: “B. negative three”]

B. – 3

[Graphic description: “C. three”]

C. 3
Sample Item 5

This item is about solving a word problem.

Amanda is placing 24 books in a bookshelf. She only places 6 books on each shelf. Which equation shows how many shelves Amanda uses to place all of the books?

Point to each option as the TTS or TA reads each graphic description.

A. $24 \div 6 = 4$
   [Graphic description: “A. twenty-four divided by six equals four.”]

B. $24 - 6 = 18$
   [Graphic description: “B. twenty-four minus six equals eighteen.”]

C. $24 + 6 = 30$
Sample Item 6

This item is about a ratio.

This box has 6 crayons.

![Crayon box](image)

The ratio of crayons to a box is `[Graphic description: “six to one”]`

6 to 1.

`Point to the ratio as the TTS or TA reads the graphic description.

[Graphic description: “six to one”]

6 : 1

Which picture shows another 6 to 1 ratio?

`Point to each option as the TTS or TA reads each option.

A. a box with six pencils`
B. a box with eight markers
Sample Item 7

This item is about finding the area of a circle.

This is a circle.

Point to the circle

This is the formula for finding the area of a circle.

Point to the formula as the TTS or TA reads the graphic description.

[Graphic description: “Area equals three point one four times r times r.”]

Area = 3.14 \times r \times r

A letter can stand for a number in an equation.

The letter r in this equation stands for the radius. The radius of this circle is 5 meters.

Point to the radius and the number 5 in the circle.

Which equation shows how to find the area of the circle?

Point to the circle.

Point to each option as the TTS or TA reads each graphic description.

[Graphic description: “A. Area equals three point one four times five equals fifteen point seventy square meters.”]

A. Area = 3.14 \times 5 = 15.70 \text{ sq m}
B. Area = 3.14 + 5 + 5 = 13.14 sq m

C. Area = 3.14 x 5 x 5 = 78.50 sq m
Sample Item 8

This item is about locating numbers on a number line.

This is \( \sqrt{59} \).

The value of \( \sqrt{59} \) is about 7.68.

Use the number 7.68 to find the approximate location of \( \sqrt{59} \) on the number line.

The approximate location of \( \sqrt{59} \) is between the numbers 7 and 8 on the number line.

Point to \( \sqrt{59} \) on the number line.

This is \( \sqrt{40} \).

The value of \( \sqrt{40} \) is about 6.32.

This is another number line. Each letter stands for a point on the number line.

Point to \( \sqrt{40} \) on the number line.
Use the number \( 6.32 \) to find the approximate location of \( \sqrt{40} \) on the number line.

Which point shows the approximate location of \( \sqrt{40} \) on the number line?

A. point A  
B. point B  
C. point C
Sample Item 9

This item is about solving an equation with a variable.

A variable is a letter that can be used in place of an unknown number.

This is an equation with a variable.

Point to the equation as the TTS or TA reads the graphic description.

[Graphic description: “five times n equals twenty.”]

\[5 \times n = 20\]

In this equation, the letter \(n\) is a variable.

Point to the letter \(n\) in the equation.

To solve the equation, the variable \(n\) must be alone on one side of the equal sign.

The variable \(n\) is being multiplied by 5. The opposite of multiplication is division.

One way to solve the equation is to divide each side by 5.
[Graphic description: “five times n equals 20. Five divided by five times n equals twenty divided by five. Five divided by five equals one and twenty divided by five equals four. 1 times n equals four. n equals four.”]

\[
\begin{align*}
5 \times n &= 20 \\
(5 \div 5) \times n &= 20 \div 5 \\
5 \div 5 &= 1 \\
20 \div 5 &= 4 \\
1 \times n &= 4 \\
n &= 4
\end{align*}
\]

This is another equation with a variable.

*Point to the equation as the TTS or TA reads the graphic description.*

[Graphic description: “six times p equals eighteen.”]

\[
6 \times p = 18
\]

In this equation, the letter \( p \) is a variable.

*Point to the letter \( p \) in the equation.*

What does the letter \( p \) equal in the equation?

*Point to each option as the TTS or TA reads each option.*

A. 3  
B. 12  
c. 24