LEAP CONNECT

Directions for Practice Test Administration

Mathematics

Grade 3

DEPARTMENT of EDUCATION

Louisiana Believes

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Table of Contents

Purpose

The *Directions for Practice Test Administration* (DPTA) provides the Test Administrator (TA) of the LEAP Connect practice test with specific instructions for administration of this particular practice test. Each DPTA provides the exact wording of the items to be used by the TA, the materials needed in preparation of the practice test, and guidelines for how to present the items to the student.

Materials

Materials needed for the LEAP Connect Practice Test Administration:

1. *Directions for Practice Test Administration* (DPTA)
2. *Procedures for Assessing Students Who Are Visually Impaired, Deaf, or Deaf-Blind*
3. *Grade 3 Mathematics Practice Test Reference Materials*

Directions

1. **Know and follow all directions for test administration** provided in the DPTA and *Procedures for Assessing Students Who Are Visually Impaired, Deaf, or Deaf-Blind*.
2. Be familiar with and utilize the Text to Speech (TTS) as appropriate. The DRC INSIGHT Assessment System includes TTS that will read aloud the text of directions, 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.
3. 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.

Guidance on Printed Materials

Mathematics Practice Test Reference Materials include required graphics and the answer options for each practice test item. The DPTA 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).

Selected-Response Items

Selected-response items are presented to students in the following order:

- Item stimulus (which may include an example, picture, graphic, equation, formula, 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 can 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. Each item will indicate the use of a calculator in the DPTA and DRC INSIGHT. Students with a calculator accommodation may use a calculator for all practice test questions.

Mathematics Selected-Response Item Example

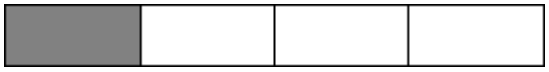
The LEAP Connect practice test items reflect grade-level content presented at varying degrees of complexity. The following item example illustrates a selected-response item and components which support the ways that students with a wide range of learner characteristics are presented with practice test items. 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.

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 aspects of item on the computer screen or in the *Reference Materials* (RM).



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 on screen or in RM.

This fraction shows that 1 of the 4 parts is shaded.

Point to the fraction.

Directions for TA to point to the fraction on screen or in RM.

$$\frac{11}{44}$$

This fraction bar is divided into equal parts.

There is 1 part shaded.

Point to the shaded part.

What part of the fraction is shaded?

TTS or TA reads question text.

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

Directions for TA to point to each answer option as the TTS or TA reads each option on screen or in RM.

A. $\frac{1}{2}$

B. $\frac{1}{4}$

TTS or TA reads answer choices.

C. $\frac{1}{8}$

Procedures for Constructed-Response (CR) Tasks

The CR tasks require students to construct an answer rather than select an answer from multiple-choice options. The TA must enter the student CR score into DRC INSIGHT. The CR task is presented to the student in a standardized, scripted sequence of steps, culminating in a TA's scoring of the student performance according to the Mathematics Scoring Rubric. The Mathematics Scoring Rubrics are included with the appropriate CR tasks in the DPTA and provide scoring standards that must be used to evaluate student responses.

Administering the CR Tasks

- Become familiar with the CR tasks and setup requirements.
- Rehearse administering each task before administering it to a student by reading the script for each task.
- Become familiar with the scoring rubric and directions for scoring the student response.
- Prepare the test setting:
    - Assemble any needed materials (pencils, markers, etc.).
    - Provide any allowable manipulatives (e.g., counters).
    - Have a calculator available.
    - Provide materials required for student accommodations.
    - Position the student so that they will have the optimal vantage to view and manipulate materials in order to facilitate sustained attention.
    - Eliminate noise and visual distractions that may divert the student's attention.
    - Collect all printed materials that the student will need.
    - Enlarge any stimulus materials, using the enlarge feature on a printer or copier, if needed.
    - Locate the appropriate stimulus material, which is identified by name on the front of each for ease of handling before, during, and after test administration. Cut the stimulus materials apart (if applicable).

Scoring the Mathematics CR Tasks

In order to have consistent and reliable CR scoring, TAs must understand and apply the Mathematics Scoring Rubrics in the same way to every student's response.

Independently score a student's performance on the CR tasks. Being mindful that students will respond in a variety of ways (e.g., with words, gestures, eye gaze, communication devices, assistive technology, etc.), careful and meticulous observation will enable the TA to accurately assign the appropriate score point based on the Mathematics Scoring Rubrics in the DPTA.

Procedures for Entering the Student Score for CR Tasks

Record the student score in the DRC INSIGHT Assessment System. Answer options will be: "The student provided the correct answer." or "The student did not provide the correct answer." After recording the student score, continue to the next item.

Session 1

Calculator may be used on this item.

Item 1

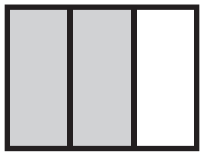
This item is about comparing fractions.

This is a fraction bar that is divided into 3 equal parts with 1 of the 3 parts shaded.

Point to the fraction bar and the shaded part.

This is a fraction bar that is divided into 3 equal parts with 2 of the 3 parts shaded.

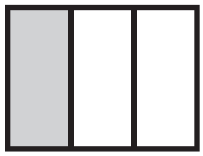
Point to the fraction bar and each shaded part.



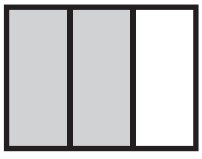
Which fraction bar has more parts that are shaded?

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

[Graphic description: "A. This is a fraction bar that is divided into three equal parts. One of the parts is shaded."]

A. 

[Graphic description: "B. This is a fraction bar that is divided into three equal parts. Two of the parts are shaded."]

B. 

Calculator may be used on this item.

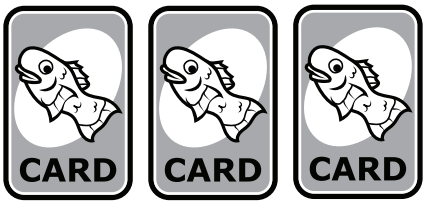
Counters or other manipulatives may be used to solve the problem.

Item 2

This item is about solving word problems.

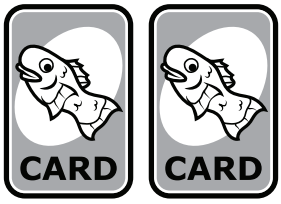
Ted has 3 cards.

Point to each card.



Then, Ted's teacher gave him 2 more cards.

Point to each card.

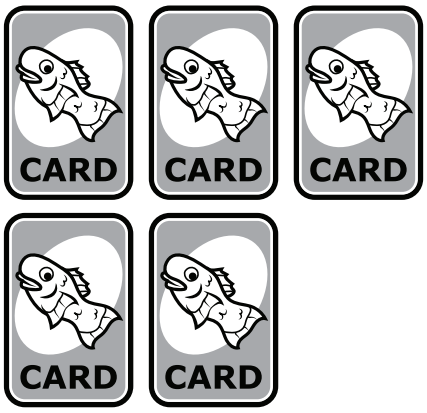


Item 2, continued

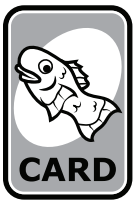
How many cards does Ted have all together?

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

[Graphic description: "A. This is a picture of five cards."]

A. 

[Graphic description: "B. This is a picture of one card."]

B. 

Calculator may be used on this item.

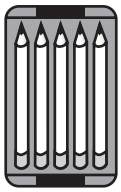
Provide student with Pattern 1 showing the packs of pencils from the Grade 3 Mathematics Practice Test Reference Materials.

Item 3

This item is about patterns.

Pencils are purchased in a pack of 5 pencils.

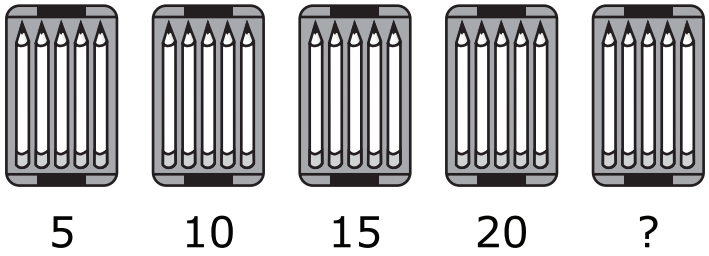
Point to the pack of pencils.



Ms. Jones bought 4 packs of pencils for her classroom. There are 20 pencils in 4 packs.

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

[Graphic description: “five, ten, fifteen, twenty, blank”]

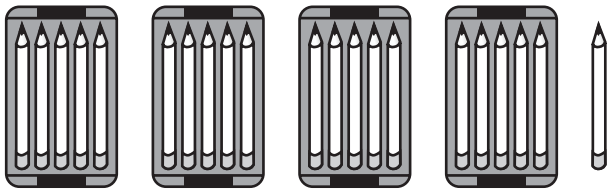


Item 3, continued

How many pencils are in 5 packs?

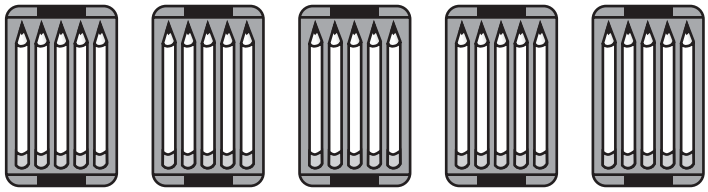
Point to each option as the TTS or TA reads each graphic description.

[Graphic description: "A. twenty-one"]

A. 

21

[Graphic description: "B. twenty-five"]

B. 

25

Calculator may be used on this item.

Provide student with Picture Graph 1, "Objects in a Kid's Pocket" from the Grade 3 Mathematics Practice Test Reference Materials.

Item 4

This item is about completing a picture graph.

This data table shows the objects a kid found in her pocket.

Point to the data table as the TTS or TA reads the graphic description.

[Graphic description: "This is a data table titled 'Objects in a Kid's Pocket.' It shows the numbers of paper clips and keys in her pocket. There are two paper clips and one key in a kid's pocket."]

Objects in a Kid's Pocket

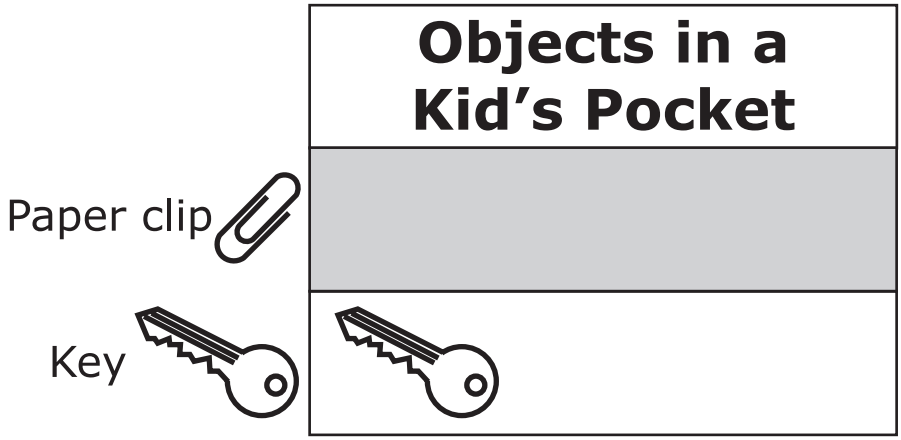
Object	Number of Objects
Paper clip 	2
Key 	1

Item 4, continued

This incomplete picture graph shows the number of keys shown in the data table.

Point to the picture graph as the TTS or TA describes the picture graph.

[Graphic description: "This is an incomplete picture graph titled 'Objects in a Kid's Pocket.' It shows the number of keys in a kid's pocket. There is one key shown in the picture graph. There is a gray box next to the paper clip in the picture graph."]



There is a gray box in the picture graph. Which of these should go in the gray box?

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

[Graphic description: "A. This is a picture of one paper clip."]

A. 

[Graphic description: "B. This is a picture of two paper clips."]

B. 

Calculator not permitted on this item.

Counters or other manipulatives may be used to solve the problem.

Item 5

This item is about multiplying numbers.

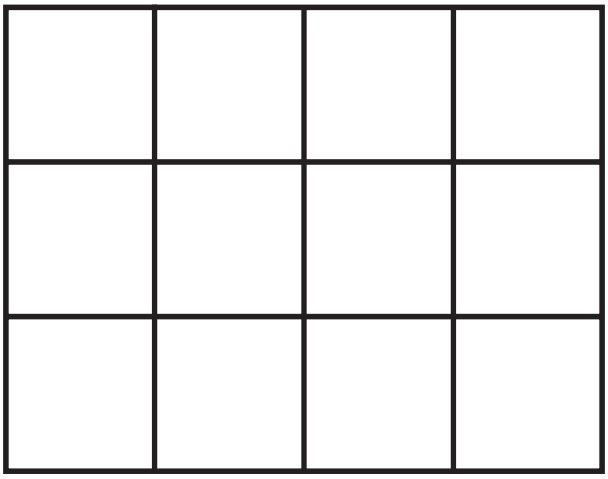
> *Point to the equation as the TTS or TA reads the graphic description.*
>
> *[Graphic description: "Three times four equals blank."]*

$$3 \times 4 = \underline{?}$$

> *Point to the three rows of four squares as the area model is described to the student.*

An area model can be used to show a multiplication problem. This area model shows *[Graphic description: "three times four"]* **3 × 4** .

This area model has 3 rows. Each row has 4 squares.



3×4

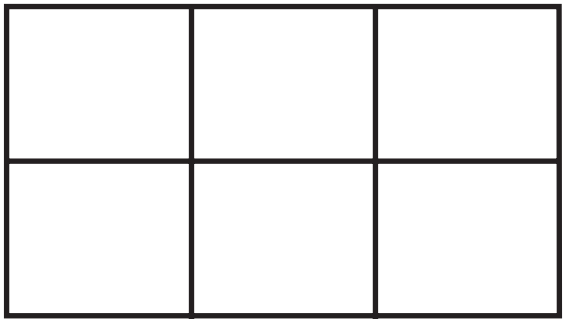
The answer to *[Graphic description: "three times four"]* **3 × 4** is 12.

Item 5, continued

This is another area model.

Point to the two rows of three squares as the area model is described to the student.

This area model has 2 rows. Each row has 3 squares.



2×3

What does *[Graphic description: "two times three"]* **2 × 3** equal?

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

A. 1

B. 5

C. 6

Calculator not permitted on this item.

Counters or other manipulatives may be used to solve the problem.

Item 6

This item is about addition.

This is a picture of 9 pennies that is labeled 9.

Point to the nine pennies.

9

This is a picture of 3 pennies that is labeled 3.

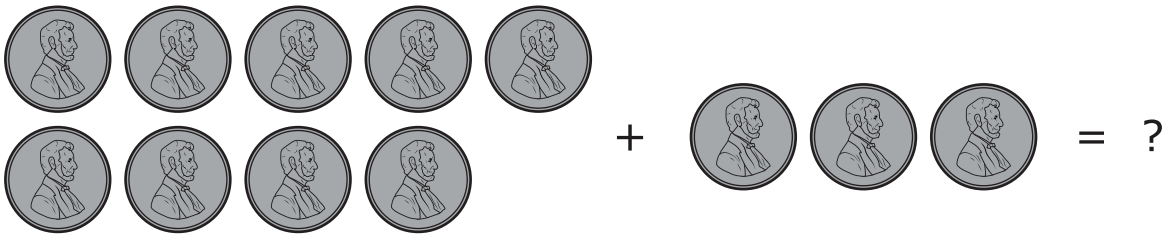
Point to the three pennies.

3

These pictures can be shown as an addition problem.

Point to the picture problem as the TTS or TA reads the graphic description.

[Graphic description: "Nine plus three equals blank."].



9 + 3 = ?

Item 6, continued

Which equation solves this addition problem represented by the pictures?

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

[Graphic description: "A. Nine plus three equals eleven."]

A. 9 + 3 = 11

[Graphic description: "B. Nine plus three equals twelve."]

B. 9 + 3 = 12

[Graphic description: "C. Nine plus three equals fifteen."]

C. 9 + 3 = 15

Calculator not permitted on this item.

Counters or other manipulatives may be used to solve the problem.

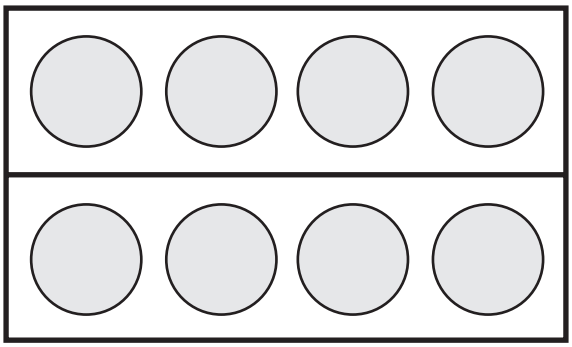
Item 7

This item is about multiplying numbers.

This model shows *[Graphic description: "two times four"]* **2 × 4**.

Point to the 2 rows and the 4 columns as each is described to the student.

There are 2 rows of counters. Each row has 4 counters.



2 × 4

The answer to *[Graphic description: "two times four"]* **2 × 4** is 8.

This is another multiplication problem.

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

[Graphic description: "Five times two equals blank."]

$$5 \times 2 = \underline{?}$$

Item 7, continued

What does *[Graphic description: "five times two"]* **5 x 2** equal?

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

A. 3

B. 7

C. 10

Calculator not permitted on this item.

Counters or other manipulatives may be used to solve the problem.

Provide student with Picture 1 showing rulers from the Grade 3 Mathematics Practice Test Reference Materials.

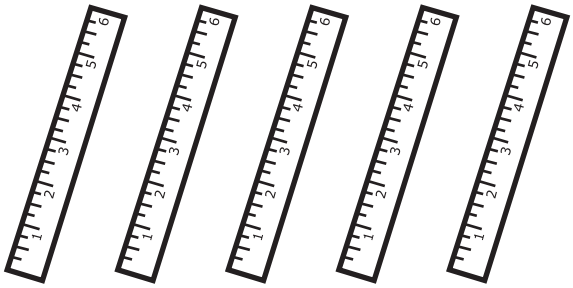
Item 8

This item is about solving word problems.

Mr. Cooper had 5 rulers.

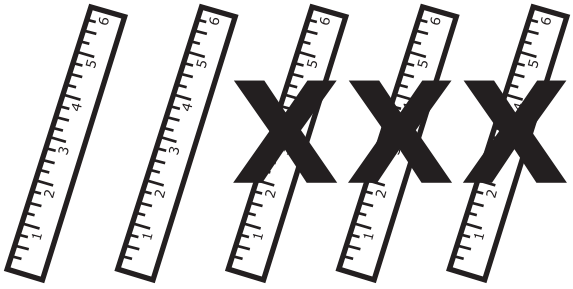
Point to the rulers as the TTS or TA reads the graphic description.

[Graphic description: "This is a picture of five rulers."]



Then, Mr. Cooper gave 3 rulers to his students. The rulers he gave his students are crossed out.

Point to the crossed out rulers.



Item 8, continued

How many rulers does Mr. Cooper have now?

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

A. 2 rulers

B. 4 rulers

C. 8 rulers

Calculator not permitted on this item.

Counters or other manipulatives may be used to solve the problem.

Provide student Chart 1, "Hundreds Chart" from the Grade 3 Mathematics Practice Test Reference Materials.

Item 9

This item is about solving subtraction problems.

This is a subtraction problem.

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

[Graphic description: "Ninety minus thirty equals blank."]

$$90 - 30 = \underline{\quad ? \quad}$$

What does *[Graphic description: "ninety minus thirty"]* **90 − 30** equal?

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

A. 50

B. 60

C. 120

Calculator may be used on this item.

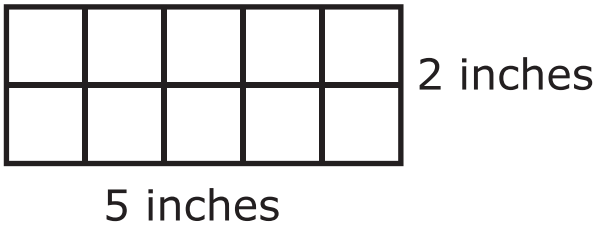
Provide the student with Rectangle 1 showing four inches long and three inches wide from the Grade 3 Mathematics Practice Test Reference Materials.

Item 10

This item is about measuring the area of a rectangle.

This is a rectangle.

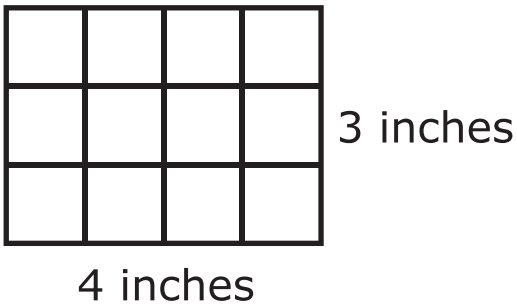
> *Point to the dimensions of the rectangle as the TTS or TA reads the graphic description.*
>
> *[Graphic description: "This rectangle is five inches long and two inches wide."]*



The area of this rectangle is 10 square inches.

This is another rectangle.

> *Point to the dimensions of the rectangle as the TTS or TA reads the graphic description.*
>
> *[Graphic description: "This rectangle is four inches long and three inches wide."]*



Item 10, continued

What is the area of this rectangle?

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

A. 7 square inches

B. 9 square inches

C. 12 square inches

Calculator may be used on this item.

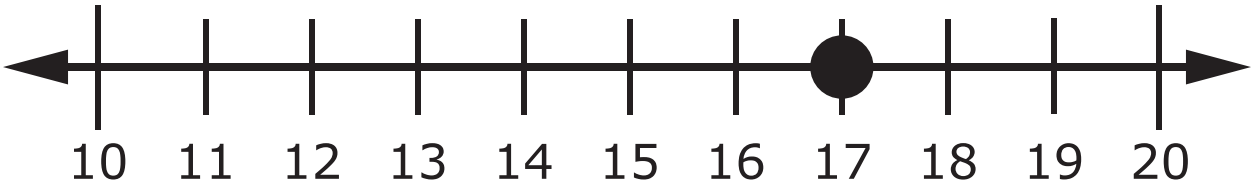
Provide student with Number Line 1 showing a point at 12.

Item 11

This item is about rounding numbers.

This is a number line. This is the number 17.

> *Point to the number line and the point at 17 as the TTS or TA reads the graphic description.*
>
> *[Graphic description: "This is a number line beginning at ten on the left, followed by ten equally spaced marks, ending on the right at twenty. The seventh mark after ten has a point that is labeled seventeen."]*

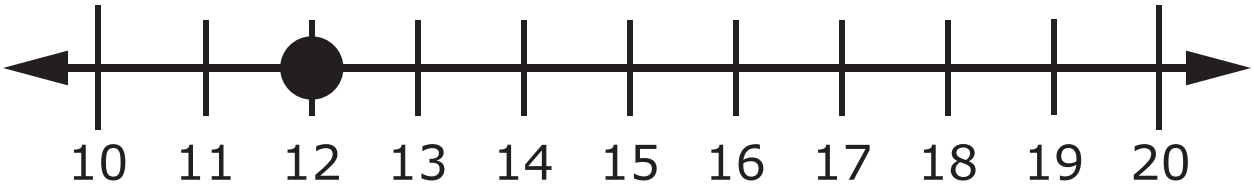


The number 17 is closer to the number 20 than it is to the number 10. The number 17 rounded to the nearest ten is 20.

> *Point to the number 20 on the number line.*

This is another number line. This is the number 12.

> *Point to the number line and the point at 12 as the TTS or TA reads the graphic description.*
>
> *[Graphic description: "This is a number line beginning at ten on the left, followed by ten equally spaced marks, ending on the right at twenty. The second mark after ten has a point that is labeled twelve."]*



Item 11, continued

What is 12 rounded to the nearest 10?

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

A. 10

B. 15

C. 20

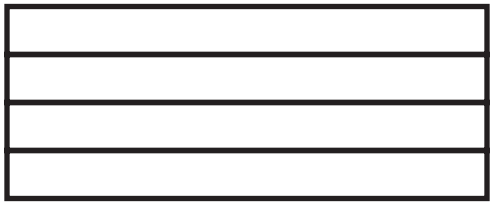
Calculator may be used on this item.

Item 12

This item is about dividing rectangles into equal parts.

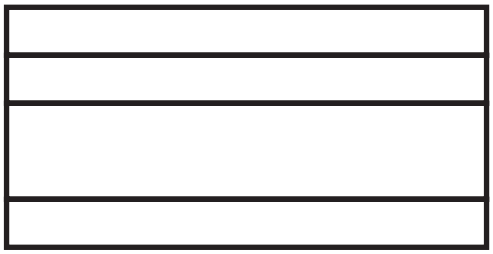
This rectangle is divided into 4 equal parts. Each part has an equal area.

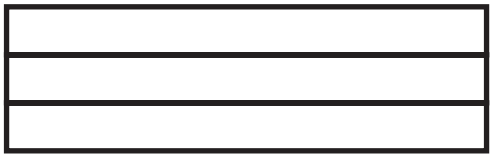
Point to each part of the rectangle.

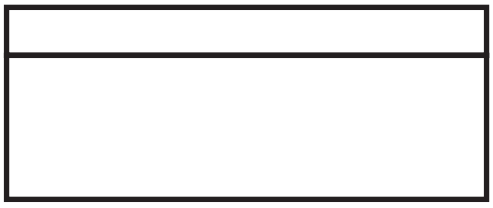


Which rectangle is divided into equal parts with equal areas?

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

A. 

B. 

C. 

Calculator may be used on this item.

Provide student with Fraction Circle 1 showing one out of two parts shaded from the Grade 3 Mathematics Practice Test Reference Materials.

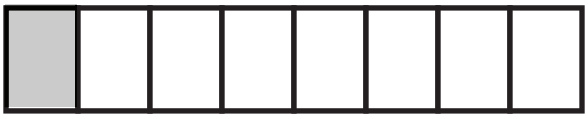
Item 13

This item is about fractions.

This fraction bar is divided into 8 equal parts.

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

[Graphic description: "This is a fraction bar that is divided into eight equal parts. One part is shaded."]



There is one part that is shaded.

Point to the shaded part.

Since 1 part out of 8 parts is shaded, it can be written as the fraction *[Graphic description: "one-eighth"]* $\frac{1}{8}$.

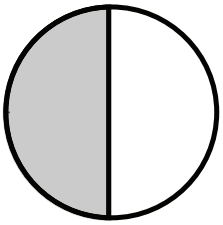
This is another fraction.

Point to the fraction circle.

This fraction circle is divided into equal parts.

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

[Graphic description: "This is a fraction circle that is divided into two equal parts. One part is shaded."]



Item 13, continued

What fraction of the circle is shaded?

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

[Graphic description: "A. one-sixth."]

A. $\frac{1}{6}$

[Graphic description: "B. one-third."]

B. $\frac{1}{3}$

[Graphic description: "C. one-half."]

C. $\frac{1}{2}$

Calculator may be used on this item.

Provide student with Rectangle 2 showing four inches long and one inch wide from the Grade 3 Mathematics Practice Test Reference Materials.

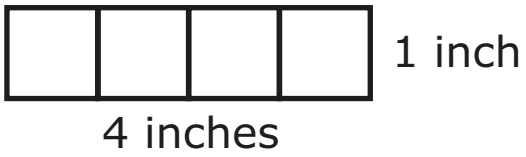
Item 14

This item is about measuring the area of a rectangle.

This is a rectangle.

The area of a rectangle is the space inside the rectangle.

> *Point to the dimensions of the rectangle as the TTS or TA reads the graphic description.*
>
> *[Graphic description: "This rectangle is four inches long and one inch wide."]*



What is the area of the rectangle?

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

A. 3 square inches

B. 4 square inches

C. 5 square inches

Calculator may be used on this item.

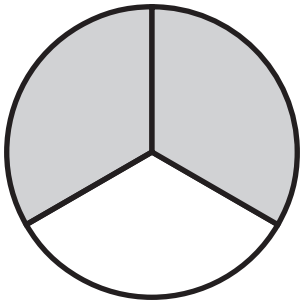
Item 15

This item is about comparing fractions.

This fraction circle shows *[Graphic description: "two-thirds"]* $\frac{2}{3}$ because 2 parts out of 3 are shaded.

Point to the fraction circle as the TTS or TA reads the graphic description.

[Graphic description: "This is a fraction circle that is divided into three equal parts. Two parts are shaded."]



$\frac{2}{3}$

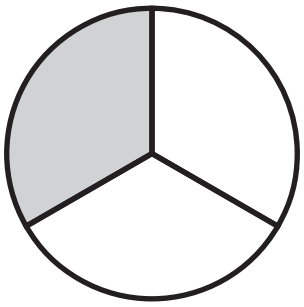
This is another fraction circle.

This fraction circle shows *[Graphic description: "one-third"]* $\frac{1}{3}$ because 1 part out of 3 is shaded.

Point to the fraction circle as the TTS or TA reads the graphic description.

[Graphic description: "This is a fraction circle that is divided into three equal parts. One part is shaded."]

Item 15, continued



$\frac{1}{3}$

The fraction *[Graphic description: "two-thirds"]* $\frac{2}{3}$ is greater than *[Graphic description: "one-third"]* $\frac{1}{3}$.

Fractions can be compared using the symbols for equal, less than, and greater than.

> *Point to each mathematical symbol as the TTS or TA reads the graphic description.*
>
> *[Graphic description: "equal, less than, greater than."]*

$= \quad < \quad >$

The greater than symbol is used to write the expression.

> *Point to the expression as the TTS or TA reads the graphic description.*
>
> *[Graphic description: "Two-thirds is greater than one-third."]*

$$\frac{2}{3} > \frac{1}{3}$$

Item 15, continued

These are two more fractions to compare.

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

[Graphic description: "one-fourth followed by a question mark for the comparison symbol, three-fourths"]

$$\frac{1}{4} \boxed{?} \frac{3}{4}$$

Which of the following is true about the fractions?

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

[Graphic description: "A. One-fourth equals three-fourths."]

A. $\frac{1}{4} = \frac{3}{4}$

[Graphic description: "B. One-fourth is less than three-fourths."]

B. $\frac{1}{4} < \frac{3}{4}$

[Graphic description: "C. One-fourth is greater than three-fourths."]

C. $\frac{1}{4} > \frac{3}{4}$

Calculator may be used on this item.

Item 16

This item is about dividing rectangles into equal parts.

Which rectangle is divided into equal parts with equal areas?

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

A. 

B. 

C. 

Calculator may be used on this item.

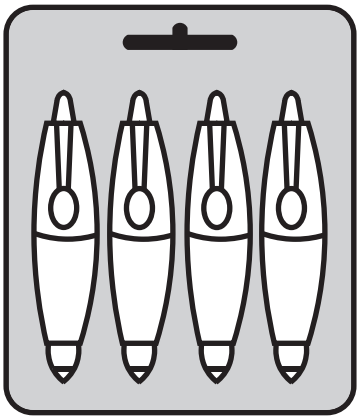
Provide student with Data Table 1, "Pens," from the Grade 3 Mathematics Practice Test Reference Materials.

Item 17

This item is about number patterns.

This is 1 package of 4 pens.

Point to the picture of the package of pens.



Point to the data table as the TTS or TA reads the graphic description.

[Graphic description: "This is a data table titled 'Pens.' It shows the total number of pens in given numbers of packages. One package has four pens. Two packages have eight pens. Three packages have twelve pens. Four packages have an unknown number of pens."]

Pens

Number of Packages	Total Number of Pens
1	4
2	8
3	12
4	?

Item 17, continued

The pattern in the data table can be used to find the number of pens in 4 packages.

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

[Graphic description: "Four times four equals sixteen."]

$$4 \times 4 = 16$$

There are 16 pens in 4 packages.

Point to the data table.

The pattern in this data table can also be used to find the total number of pens in 6 packages.

Point to the data table as the TTS or TA reads the graphic description.

[Graphic description: "This is a data table titled 'Pens.' It shows the total number of pens in given numbers of packages. One package has four pens. Two packages have eight pens. Three packages have twelve pens. Four packages have sixteen pens. Five packages have twenty pens. Six packages have an unknown number of pens."]

Pens

Number of Packages	Total Number of Pens
1	4
2	8
3	12
4	16
5	20
6	?

Item 17, continued

What is the total number of pens in 6 packages?

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

A. 20 pens

B. 24 pens

C. 30 pens

Calculator may be used on this item.

Provide student with Number Line 2 beginning at twenty and ending at thirty from the Grade 3 Mathematics Practice Test Reference Materials.

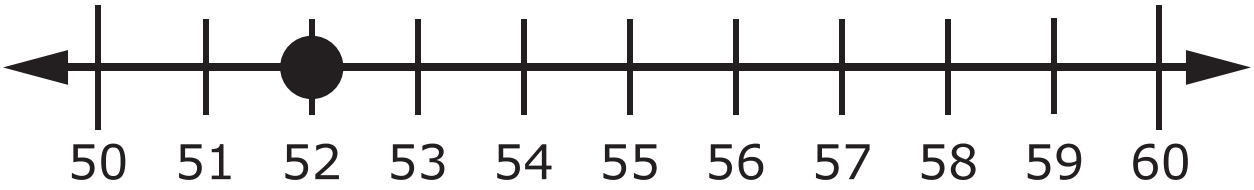
Item 18

This item is about rounding numbers.

This is a number line. This is the number 52.

Point to the number line and the point at 52 as the TTS or TA reads the graphic description.

[Graphic description: "This is a number line beginning at fifty on the left, followed by ten equally spaced marks, ending on the right at sixty. The second mark after fifty has a point that is labeled fifty-two."]



The number 52 is closer to the number 50 than to the number 60.

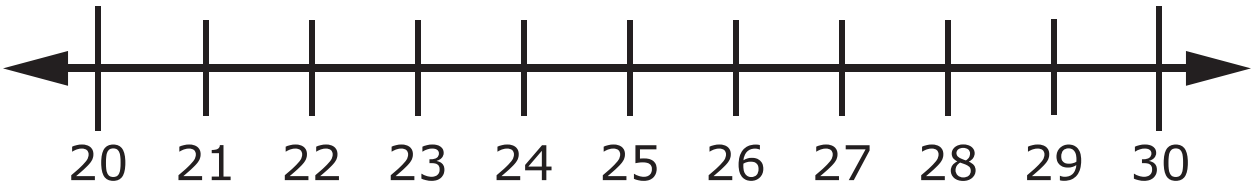
Point to the number 50 on the number line. Then, point to the number 60 on the number line.

The number 52 rounded to the nearest ten is 50.

This is another number line. You may use this number line to answer the question.

Point to the number line as the TTS or TA reads the graphic description.

[Graphic description: "This is a number line beginning at twenty on the left, followed by ten equally spaced marks, ending on the right at thirty."]



Item 18, continued

What is 27 rounded to the nearest ten?

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

A. 20

B. 25

C. 30

Calculator may be used on this item.

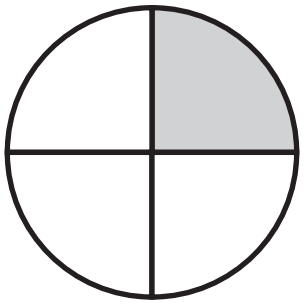
Provide the student with Fraction Bar 1 showing one out of three parts shaded from the Grade 3 Mathematics Reference Materials.

Item 19

This item is about fractions.

This fraction circle is divided into 4 equal parts.

Point to each part.



There is 1 part that is shaded.

Point to the shaded part.

Since 1 out of 4 parts is shaded, it can be written as the fraction *[Graphic description: "one-fourth"]* $\frac{1}{4}$.

This is another fraction.

This fraction bar is divided into 3 equal parts.

Point to the fraction bar.

There is 1 part that is shaded.

Point to the shaded part.

Item 19, continued

What fraction of the bar is shaded?

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

[Graphic description: "A. one-third."]

A. $\frac{1}{3}$

[Graphic description: "B. one-fifth."]

B. $\frac{1}{5}$

[Graphic description: "C. one-eighth."]

C. $\frac{1}{8}$

Calculator may be used on this item.

Provide student with Picture Graph 2, "Animals Cari Saw" and cut-out tiles from the Grade 3 Mathematics Practice Test Reference Materials.

Item 20

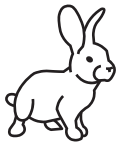
This item is about using data to make a picture graph.

This tally chart shows the numbers of animals that Cari saw on her way home from school.

Point to the tally chart as the TSS or TA reads the graphic description aloud.

[Graphic description: "This is a tally chart titled 'Animals Cari Saw.' It shows the numbers of birds, rabbits, and squirrels Cari saw. There are three tally marks in the row labeled Bird, one tally mark in the row labeled Rabbit, and two tally marks in the row labeled Squirrel."]

Animals Cari Saw

Animal	Tally
Bird 	|||
Rabbit 	|
Squirrel 	||

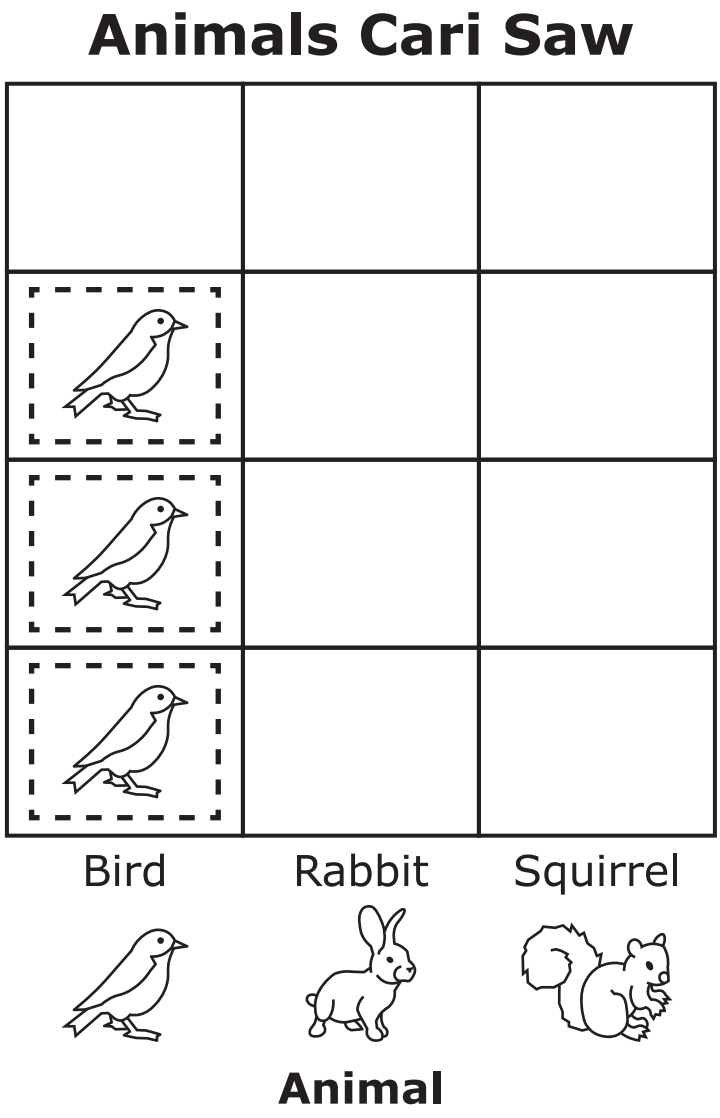
Item 20, continued

This incomplete picture graph shows the number of birds shown on the tally chart.

Place the picture graph and tiles onto the work surface in front of the student.

Point to the titles and labels of the picture graph as the TTS or TA reads the graphic description.

[Graphic description: "This is an incomplete picture graph titled 'Animals Cari Saw.' It shows the numbers of birds, rabbits, and squirrels Cari saw. There are three tiles in the column labeled Bird."]



Item 20, continued

The tally chart shows that Cari saw 3 birds on her walk.

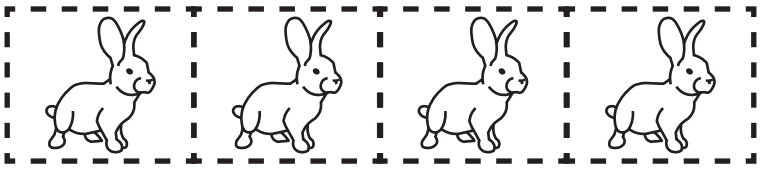
Point to the Bird row in the tally chart.

The picture graph shows 3 bird tiles in the column labeled Bird.

Point to the Bird column in the picture graph.

Point to the rabbit tiles as the TSS or TA reads the graphic description.

[Graphic description: "These are picture tiles to use to complete the picture graph. These are rabbit tiles."]



The tally chart shows that Cari saw 1 rabbit on her walk.

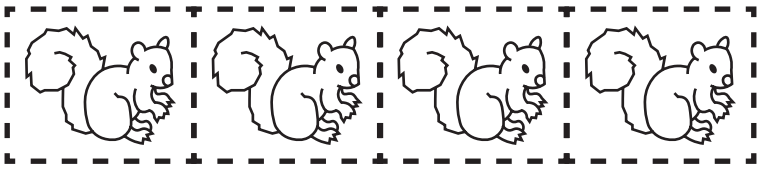
Point to the Rabbit row in the tally chart.

So, 1 rabbit tile needs to be placed in the column labeled Rabbit in the picture graph.

Move 1 rabbit tile into the Rabbit column in the picture graph.

Point to the squirrel tiles as the TTS or TA reads the graphic description.

[Graphic description: "These are picture tiles to use to complete the picture graph. These are squirrel tiles."]



Item 20, continued

Using these squirrel tiles, complete the picture graph to show the number of squirrels Cari saw on her walk. You may not need to use all of the tiles.

Point to the picture graph.

Allow time for the student to place the tiles on the chart.

A. Student provides the correct answer.

B. Student does not provide the correct answer.

Session 2

Calculator may be used on this item.

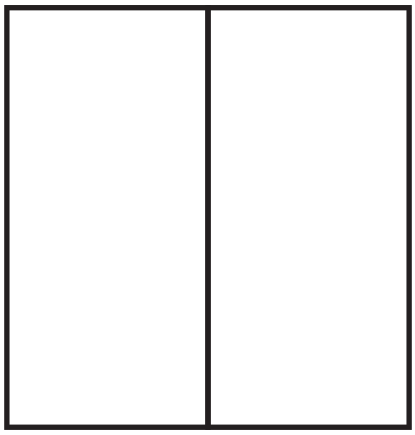
Item 21

This item is about dividing a rectangle into equal parts.

This is a rectangle that is divided into equal parts that are each the same size.

Point to the rectangle.

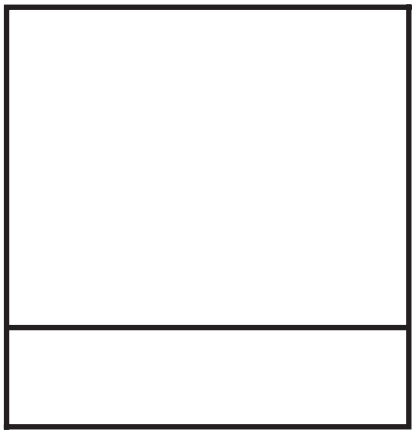
[For students with visual impairment, read "This is a rectangle that is divided into two equal parts."]



Which of these rectangles is also divided into equal parts?

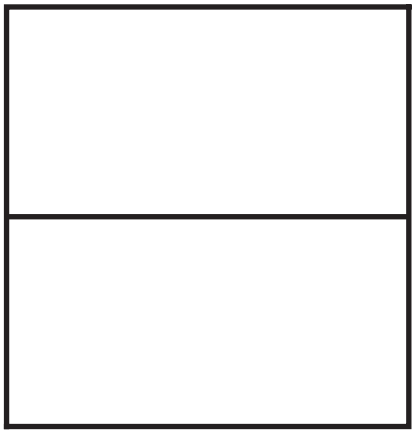
Point to each option as the TTS or TA reads each option.

[For students with visual impairment, read "A. This is a rectangle that is divided into two parts."]

A. 

Item 21, continued

[For students with visual impairment, read "B. This is a rectangle that is divided into two parts."]

B. 

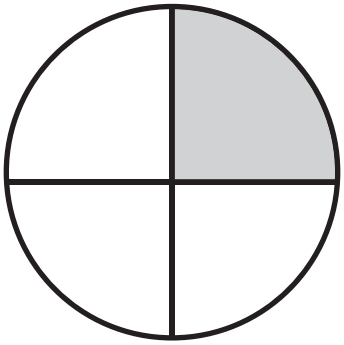
Calculator may be used on this item.

Item 22

This item is about fractions.

This fraction circle is divided into 4 equal parts.

Point to the circle.



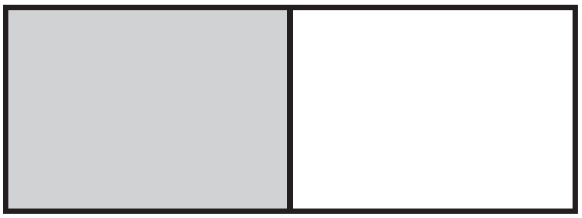
There is 1 part that is shaded.

Point to the shaded part.

Which rectangle shows 2 shaded parts?

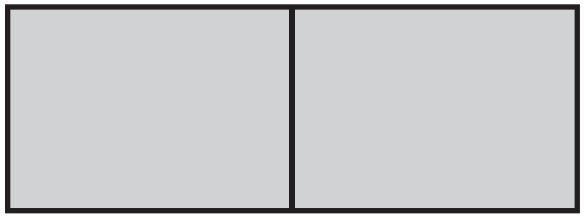
Point to each option as the TTS or TA reads each option.

[For students with visual impairment, read "A. This is a rectangle that is divided into two equal parts. One part is shaded."]

A. 

Item 22, continued

[For students with visual impairment, read "B. This is a rectangle that is divided into two equal parts. Two parts are shaded."]

B. 

Calculator not permitted on this item.

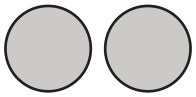
Counters or other manipulatives may be used to solve the problem.

Item 23

This item is about solving addition problems.

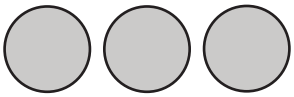
This is a picture of 2 circles.

Point to the circles.



This is a picture of 3 more circles.

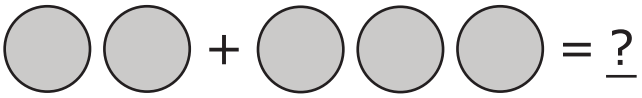
Point to the circles.



The circles can be used to show an addition problem.

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

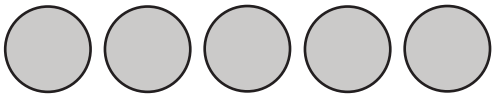
[Graphic description: "Two circles plus three circles equals blank circles."]



How many circles are there all together?

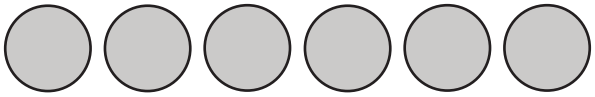
Point to each option as the TTS or TA reads each option.

[For students with visual impairment, read "A. This is a picture of five circles."]

A. 

Item 23, continued

[For students with visual impairment, read "B. This is a picture of six circles."]

B. 

Calculator not permitted on this item.

Counters or other manipulatives may be used to solve the problem.

Item 24

This item is about multiplying numbers.

This is a multiplication problem.

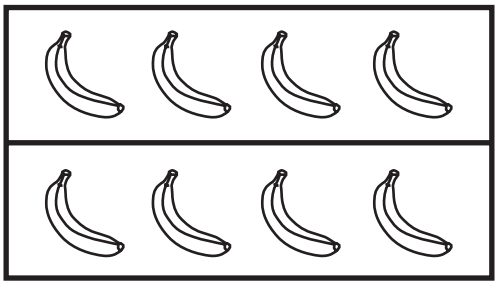
> *Point to the multiplication problem as the TTS or TA reads the graphic description.*
>
> *[Graphic description: "Two times four equals blank."]*

$$2 \times 4 = \underline{\quad ? \quad}$$

An array is a way to show a multiplication problem.

This is an array that shows *[Graphic description: "two times four"]* **2 × 4**.

> *Point to the array as the TTS or TA reads the graphic description.*
>
> *[Graphic description: "This is an array that has two rows. Each row has four bananas. Two times four."]*



2 × 4

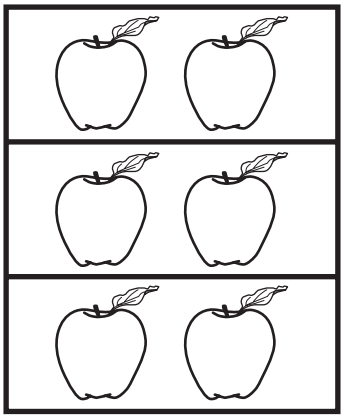
The answer to *[Graphic description: "two times four"]* **2 × 4** is 8.

Item 24, continued

This is another array.

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

[Graphic description: "This is an array that has three rows. Each row has two apples. Three times two."]



What does *[Graphic description: "three times two"]* **3 × 2** equal?

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

A. 5

B. 6

C. 9

Calculator not permitted on this item.

Counters or other manipulatives may be used to solve the problem.

Item 25

This item is about solving word problems.

This is an equation.

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

[Graphic description: “Ten minus six equals four.”]

$$10 - 6 = 4$$

To check whether the answer is correct, use this equation.

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

[Graphic description: “Six plus four equals ten.”]

$$6 + 4 = 10$$

Neville had 16 pennies.

Point to the pennies.

Item 25, continued

Then, Neville gave 4 pennies to her friend. Now Neville has *[Graphic description: "six-teen minus four equals twelve."]* **16 − 4 = 12** pennies.

Which equation can be used to check the answer, 12 pennies?

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

[Graphic description: "A. Twelve minus four equals eight."]

A. $12 - 4 = 8$

[Graphic description: "B. Twelve plus four equals sixteen."]

B. $12 + 4 = 16$

[Graphic description: "C. Sixteen plus four equals twenty."]

C. $16 + 4 = 20$

Calculator may be used on this item.

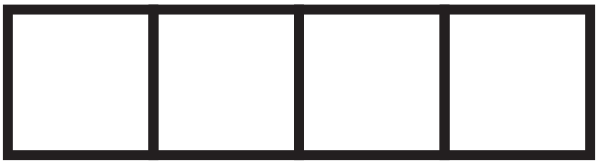
Item 26

This item is about dividing rectangles into equal parts.

This is a rectangle that is divided into equal parts with equal areas.

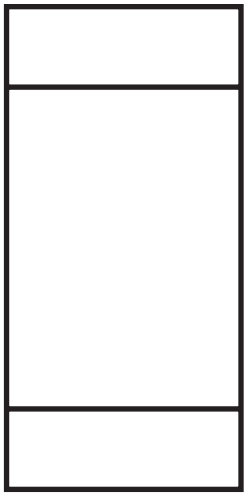
Point to the rectangle.

[For students with visual impairment, read "This is a rectangle that is divided into four equal parts."]

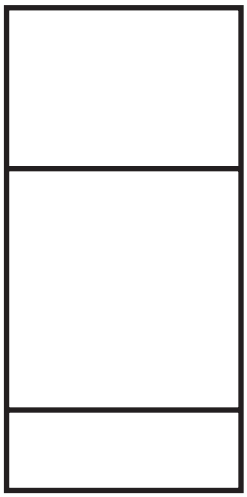


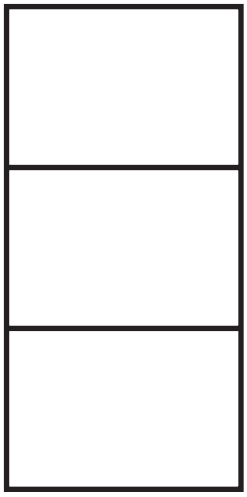
Which rectangle is divided into equal parts with equal areas?

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

A. 

Item 26, continued

B. 

C. 

Calculator may be used on this item.

Provide student with Rectangle 3 showing an 8 by 1 rectangle from the Grade 3 Mathematics Practice Test Reference Materials.

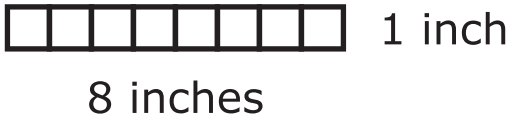
Item 27

This item is about measuring the area of a rectangle.

This is a rectangle.

Point to the dimensions of the rectangle as the TTS or TA reads the graphic description.

[Graphic description: "This rectangle is eight inches long and one inch wide."]



The area of a rectangle is equal to the number of all the squares in the rectangle. What is the area of the rectangle?

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

A. 8 square inches

B. 9 square inches

C. 10 square inches

Calculator may be used on this item.

Item 28

This item is about comparing fractions.

Fractions can be compared using the symbols for equal, less than, and greater than.

> *Point to each mathematical symbol as the TTS or TA reads the graphic description.*
>
> *[Graphic description: "equal, less than, greater than"]*

$$= \quad < \quad >$$

This fraction bar shows *[Graphic description: "one-fourth"]* $\frac{1}{4}$ because 1 part out of 4 is shaded.

> *Point to the fraction bar.*
>
> *[For students with visual impairment, read "This is a fraction bar that is divided into four equal parts. One part is shaded."]*

This fraction bar shows *[Graphic description: "three-fourths"]* $\frac{3}{4}$ because 3 parts out of 4 are shaded.

> *Point to the fraction bar.*
>
> *[For students with visual impairment, read "This is a fraction bar that is divided into four equal parts. Three parts are shaded."]*

The fraction *[Graphic description: "one-fourth"]* $\frac{1}{4}$ is less than *[Graphic description: "three-fourths"]* $\frac{3}{4}$.

Item 28, continued

The less than symbol is used to write the expression.

Point to the less than symbol as the TTS or TA reads the graphic description.

[Graphic description: "one-fourth is less than three-fourths."]

$$\frac{1}{4} < \frac{3}{4}$$

These are two more fractions to compare.

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

[Graphic description: "Three-thirds followed by a question mark for the comparison symbol, one-third."]

$$\frac{3}{3} \boxed{?} \frac{1}{3}$$

Which of the following is true about the fractions?

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

[Graphic description: "A. Three-thirds equals one-third."]

A. $\frac{3}{3} = \frac{1}{3}$

[Graphic description: "B. Three-thirds is less than one-third."]

B. $\frac{3}{3} < \frac{1}{3}$

Item 28, continued

[Graphic description: “C. Three-thirds is greater than one-third.”]

C. $\frac{3}{3} > \frac{1}{3}$

Calculator may be used on this item.

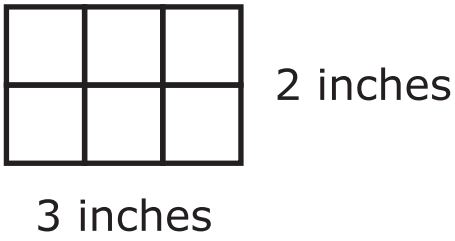
Provide student with Rectangle 4 showing a 4 by 2 rectangle from the Grade 3 Mathematics Practice Test Reference Materials.

Item 29

This item is about measuring the area of a rectangle.

This is a rectangle.

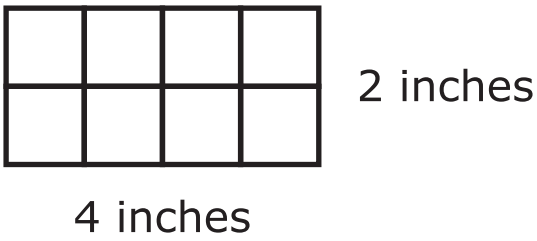
> *Point to the dimensions of the rectangle as the TTS or TA reads the graphic description.*
>
> *[Graphic description: "This rectangle is three inches long and two inches wide."]*



The area of the rectangle is 6 square inches.

This is another rectangle.

> *Point to the dimensions of the rectangle as the TTS or TA reads the graphic description.*
>
> *[Graphic description: "This rectangle is four inches long and two inches wide."]*



Item 29, continued

What is the area of the rectangle?

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

A. 6 square inches

B. 8 square inches

C. 12 square inches

Calculator may be used on this item.

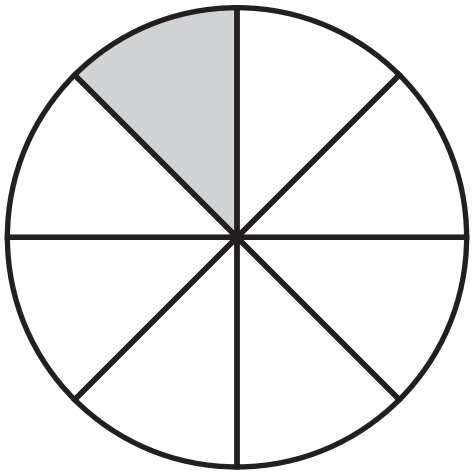
Item 30

This item is about fractions.

This fraction circle is divided into 8 equal parts.

Point to the fraction circle as the TTS or TA reads the graphic description.

[Graphic description: "This is a fraction circle that is divided into eight equal parts. One part is shaded."]



What fraction of the circle is shaded?

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

[Graphic description: "A. one-third"]

A. $\frac{1}{3}$

[Graphic description: "B. one-fourth"]

B. $\frac{1}{4}$

Item 30, continued

[Graphic description: “C. one-eighth”]

C. $\frac{1}{8}$

Calculator may be used on this item.

Provide student with Number Line 3 showing jumps by 10s from the Grade 3 Mathematics Practice Test Reference Materials.

Item 31

This item is about patterns.

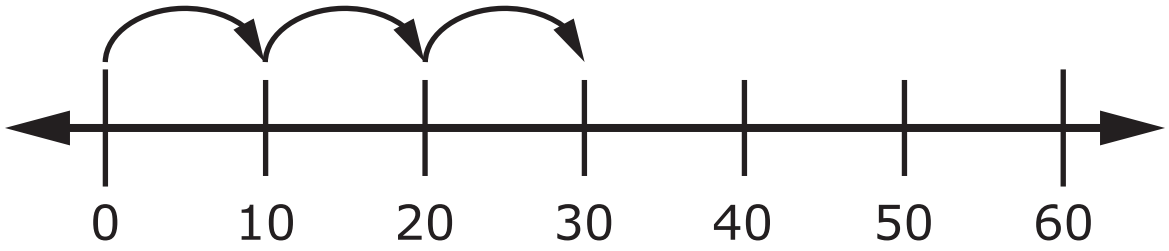
Lucy had 4 dimes.

Point to the dimes.

Each dime is worth 10 cents.

Lucy used this number line to count by 10s to see how much money she had. Lucy counted, “10, 20, 30.”

Point to each number on the number line as the TTS or TA reads to the student.



What number comes next in the pattern?

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

A. 40

B. 50

C. 60

Calculator may be used on this item.

Provide student with the Data Table 2, "T-Shirts" from the Grade 3 Mathematics Practice Test Reference Materials.

Item 32

This item is about number patterns.

This data table shows the total number of T-shirts in given numbers of bags.

Point to the data table as the TTS or TA reads the graphic description.

[Graphic description: "This is a data table titled 'T-Shirts.' It shows the total number of T-shirts in given numbers of bags. One bag has five T-shirts. Two bags have ten T-shirts. Three bags have fifteen T-shirts. Four bags have twenty T-shirts. Five bags have twenty-five T-shirts. Six bags have an unknown number of T-shirts."]

T-Shirts

Number of Bags	Total Number of T-Shirts
1	5
2	10
3	15
4	20
5	25
6	?

The pattern in the data table can be used to find the total number of T-shirts in 6 bags. What is the total number of T-shirts in 6 bags?

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

A. 30

B. 31

C. 35

Calculator may be used on this item.

Item 33

This item is about comparing fractions.

This is the symbol for equal.

Point to the equal symbol.

=

This is the symbol for less than.

Point to the less than symbol.

<

This is the symbol for greater than.

Point to the greater than symbol.

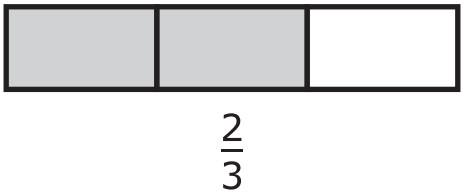
>

Fractions can be compared by using the symbols.

This fraction bar shows *[Graphic description: "two-thirds"]* $\frac{2}{3}$ because 2 parts out of 3 are shaded.

Point to the fraction bar as the TTS or TA reads the graphic description.

[Graphic description: "This is a fraction bar that is divided into three equal parts. Two parts are shaded."]



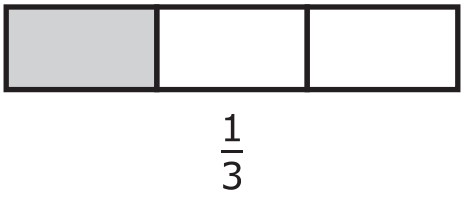
$\frac{2}{3}$

Item 33, continued

This fraction bar shows *[Graphic description: "one-third"]* $\frac{1}{3}$ because 1 part out of 3 is shaded.

Point to the fraction bar as the TTS or TA reads the graphic description.

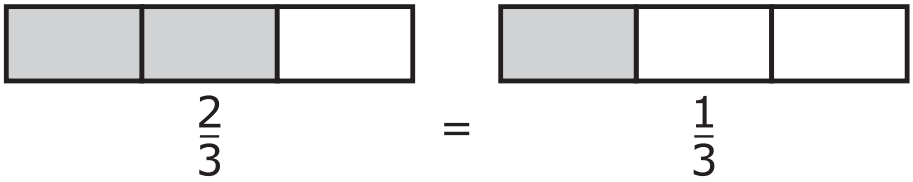
[Graphic description: "This is a fraction bar that is divided into three equal parts. One part is shaded."]



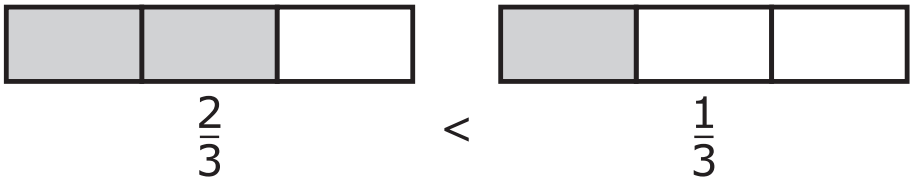
Is *[Graphic description: "two-thirds"]* $\frac{2}{3}$ equal to, less than, or greater than *[Graphic description: "one-third"]* $\frac{1}{3}$?

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

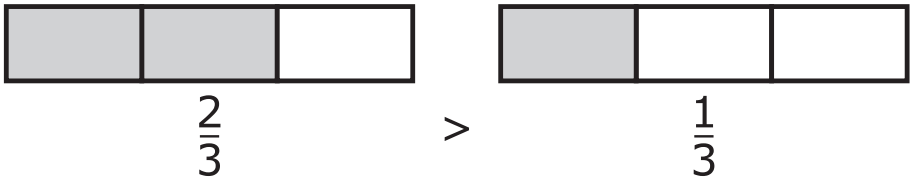
[Graphic description: "A. Two-thirds equals one-third."]

A. 

[Graphic description: "B. Two-thirds is less than one-third."]

B. 

[Graphic description: "C. Two-thirds is greater than one-third."]

C. 

Calculator may be used on this item.

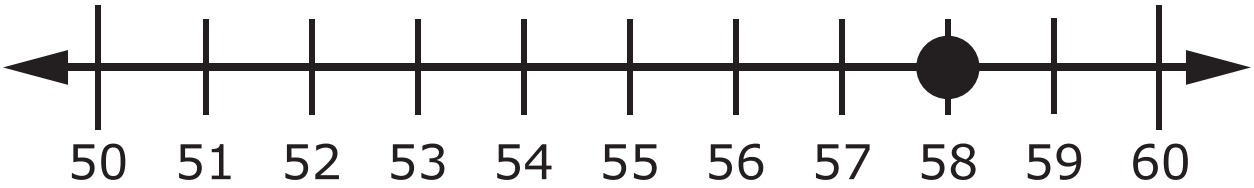
Provide student with Number Line 4 beginning at twenty and ending at thirty from the Grade 3 Mathematics Practice Test Reference Materials.

Item 34

This item is about rounding numbers.

This is a number line. This is the number 58.

> *Point to the number line and the point at 58 as the TTS or TA reads the graphic description.*
>
> *[Graphic description: "This is a number line beginning at fifty on the left, followed by ten equally spaced marks, ending on the right at sixty. The eighth mark after fifty has a point labeled fifty-eight."]*



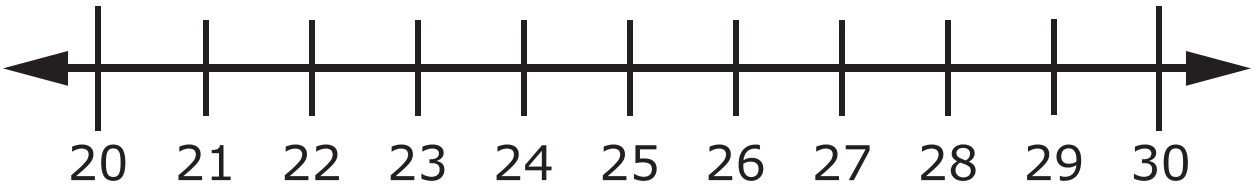
The number 58 is closer to the number 60 than to the number 50.

> *Point to the number 60 on the number line. Then, point to the number 50 on the number line.*

The number 58 rounded to the nearest ten is 60.

This is another number line. You may use this number line to answer the question.

> *Point to the number line as the TTS or TA reads the graphic description.*
>
> *[Graphic description: "This is a number line beginning at twenty on the left, followed by ten equally spaced marks, ending on the right at thirty."]*



Item 34, continued

What is 22 rounded to the nearest ten?

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

A. 20

B. 25

C. 30

Calculator may be used on this item.

Provide student with Picture Graph 3, "Objects in Meng's Classroom," and cut-out tiles from the Grade 3 Mathematics Practice Test Reference Materials.

Item 35

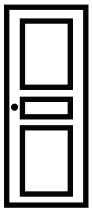
This item is about using data to make a picture graph.

This data table shows the numbers of objects in Meng's classroom.

Point to the data table as the TTS or TA reads the graphic description.

[Graphic description: "This is a data table titled 'Objects in Meng's Classroom.' It shows the numbers of closet doors and windows found in Meng's classroom. There were two closet doors and four windows in Meng's classroom."]

Objects in Meng's Classroom

Object	Number of Objects
Closet Door 	2
Window 	4

Item 35, continued

This incomplete picture graph can be used to show the information in the data table.

Place the picture graph and the tiles onto the work surface in front of the student.

Point to the title and labels on the picture graph as the TTS or TA reads the graphic description.

[Graphic description: "This is an incomplete picture graph titled 'Objects in Meng's Classroom.' It has two rows. One row is labeled Closet Door. The other row is labeled Window."]

Objects in Meng's Classroom

Closet Door 	
Window 	

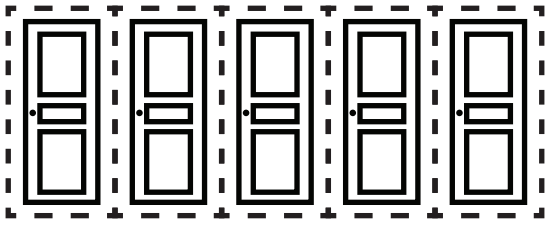
The data table shows 2 closet doors were in Meng's classroom.

Point to the Closet Door row in the data table.

Point to the closet door tiles as the TTS or TA reads the graphic description.

[Graphic description: "These are picture tiles to use to complete the picture graph. These are closet door tiles."]

Item 35, continued

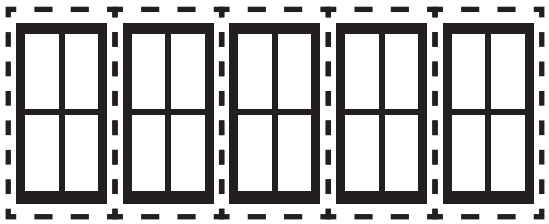


So, 2 closet door tiles need to be placed into the row labeled Closet Door in the picture graph.

Move 2 closet door tiles into the Closet Door row in the picture graph.

Point to the window tiles as the TTS or TA reads the graphic description.

[Graphic description: "These are picture tiles to use to complete the picture graph. These are window tiles."]



Using these tiles, complete the picture graph to show the number of windows that were in Meng's classroom. You may not have to use all of the tiles.

Point to the picture graph.

Allow time for the student to place the tiles on the chart.

A. The student provided the correct answer.

B. The student did not provide the correct answer.

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