

LEAP CONNECT

Directions for Practice Test Administration

Mathematics
Grade 5

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Table of Contents

Table of Contents	3
Purpose.....	4
Materials	4
Directions	4
Guidance on Printed Materials.....	5
Selected-Response Items	5
Mathematics Selected-Response Item Example.....	5
Procedures for Constructed-Response (CR) Tasks	6
Administering the CR Tasks.....	7
Scoring the Mathematics CR Tasks	7
Procedures for Entering the Student Score for CR Tasks	7
Session 1	8
Session 2	41

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 5 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

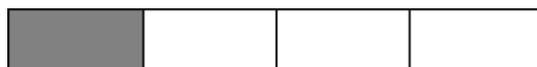
This item is about fractions. ←

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.

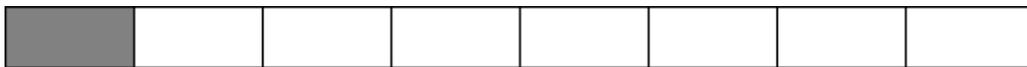
Point to the shaded part. ← Directions for TA to point to shaded part on screen or in RM.

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.

$$\frac{1}{4}$$

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.

- A. $\frac{1}{2}$
- B. $\frac{1}{4}$
- C. $\frac{1}{8}$

← TTS or TA reads answer choices.

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

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

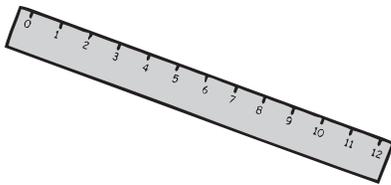
This item is about using measurement tools.

Brad needs to know how many minutes are left until the movie starts.

Which tool should Brad use to find out how many minutes are left until the movie starts?

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

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



A.

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



B.

Calculator may be used on this item.

Item 2

This item is about place value.

This is a place value chart that shows the number 375.

Point to the place value chart.

Hundreds	Tens	Ones
3	7	5

The number 3 is in the hundreds place.

Point to the 3 in the hundreds place.

The number 7 is in the tens place.

Point to the 7 in the tens place.

The number 5 is in the ones place.

Point to the 5 in the ones place.

Item 2, continued

This is the number 694.

Point to the place value chart as the TTS or TA reads the graphic description.

[Graphic description: “This is a place value chart labeled Hundreds, Tens, and Ones. The number six is in the hundreds place. The number nine is in the tens place. The number four is in the ones place.”]

Hundreds	Tens	Ones
6	9	4

What number is in the ones place?

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

- A. 4
- B. 9

Calculator may be used on this item.

Item 3

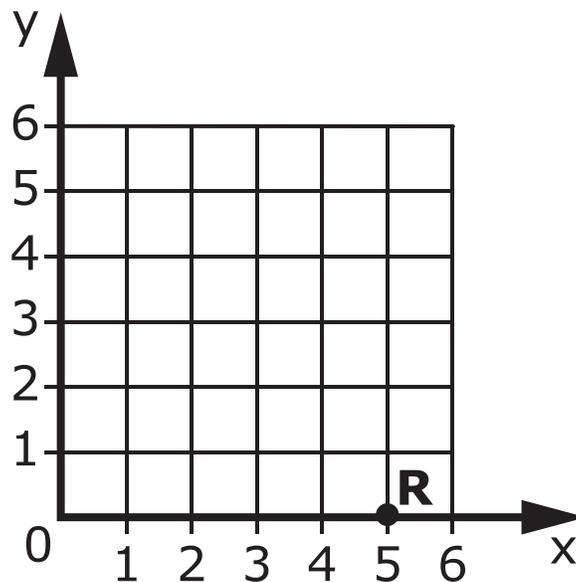
Provide student with Graph 1 showing Point **R** from the Grade 5 Mathematics Practice Test Reference Materials.

This item is about the x-axis and the y-axis.

This is a coordinate grid. The point **R** is plotted on the coordinate grid.

Point to the coordinate grid as the TTS or TA reads the graphic description.

[Graphic description: "This is a grid. The x-axis starts at zero and has six equally spaced marks increasing by ones moving to the right. The y-axis starts at zero and has six equally spaced marks increasing by ones moving upward. There is a point labeled R."]



This is the x-axis.

Point to the x-axis.

This is the y-axis.

Point to the y-axis.

This is point **R**.

Point to point R.

Item 3, continued

On which axis is point **R**?

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

- A. x-axis
- B. y-axis

Calculator not permitted on this item.

Item 4

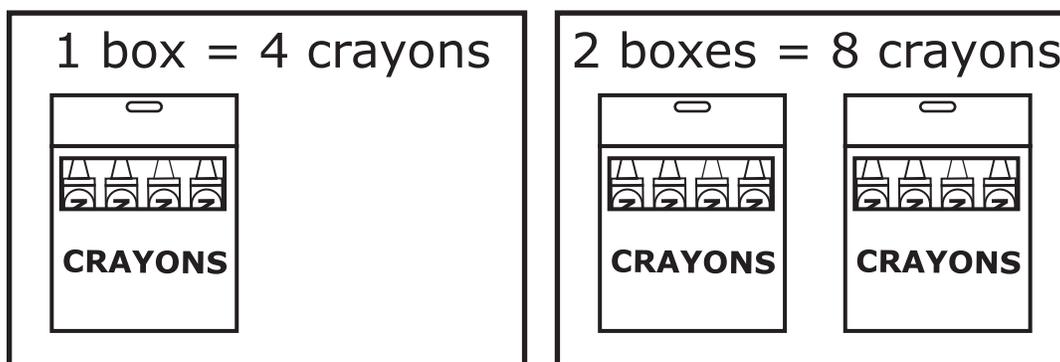
This item is about comparing sets of objects.

This is 1 box of 4 crayons. There are 4 total crayons.

Point to the set of crayons.

These are 2 boxes of 4 crayons. There are 8 total crayons.

Point to each box of 4 crayons.



As the number of boxes of crayons increases, what happens to the number of crayons?

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

- A. The number of crayons **decreases**.
- B. The number of crayons **increases**.

Calculator may be used on this item.

Provide student Graph 2, "Birds Kelly and Paul Saw" from the Grade 5 Mathematics Practice Test Reference Materials.

Item 5

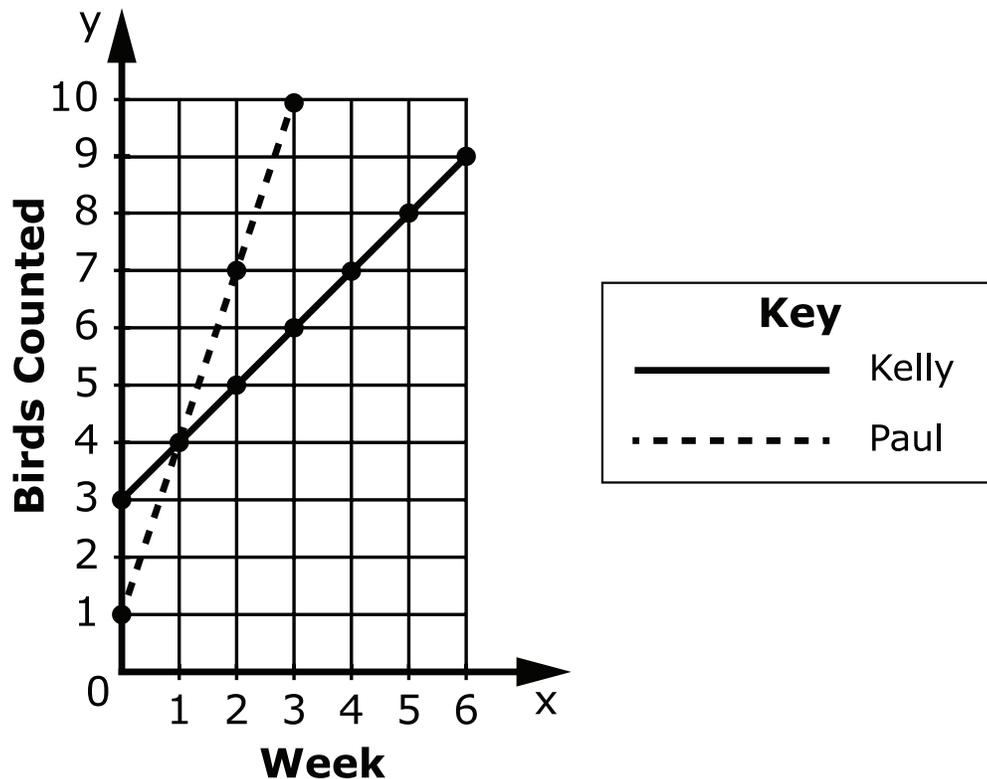
This item is about comparing information in a graph.

This graph shows the number of birds Kelly saw and the number of birds Paul saw.

Point to the graph and key as the TTS or TA reads the graphic description.

[Graphic description: "This is a line graph titled 'Birds Kelly and Paul Saw'. It shows the number of birds Kelly saw and the number of birds Paul saw over the number of weeks. The x-axis starts at zero and has six equally spaced marks increasing by ones moving to the right. It is labeled Week. The y-axis starts at zero and has ten equally spaced marks increasing by ones moving upward. It is labeled Birds Counted. This is a key. The key shows that the solid line on the graph represents the number of birds Kelly counted. The dotted line on the graph represents the number of birds Paul counted."]

Birds Kelly and Paul Saw



Item 5, continued

In which week did Kelly and Paul count the same number of birds?

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

- A. Week 1
- B. Week 2
- C. Week 3

Calculator may be used on this item.

Provide student with Place Value Chart 1 showing ones, tenths, and hundredths from the Grade 5 Mathematics Practice Test Reference Materials.

Item 6

This item is about decimals and place value.

This is a place value chart.

Point to the place value chart.

Ones	Decimal	Tenths	Hundredths
	■		

A number that is one place to the left of the decimal point is in the ones place.

Point to the ones place in the place value chart.

A number that is one place to the right of the decimal point is in the tenths place.

Point to the tenths place in the place value chart.

A number that is two places to the right of the decimal point is in the hundredths place.

Point to the hundredths place in the place value chart.

Item 6, continued

This is the number *[Graphic description: “six and fifty-three hundredths”]* 6.53.

Point to the number.

6.53

What is the place value of the 3 in the number *[Graphic description: “six and fifty-three hundredths”]* 6.53?

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

- A. ones
- B. tenths
- C. hundredths

Calculator may be used on this item.

Provide student with Picture 1 showing two clocks at 1:00 and 3:00 from the Grade 5 Mathematics Practice Test Reference Materials.

Item 7

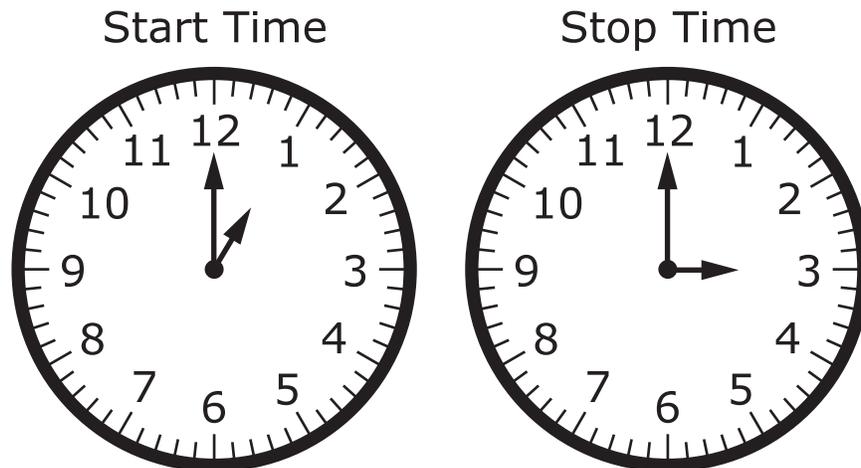
This item is about units of measurement in hours.

Betty started driving the bus at 1:00 P.M.

Point to the picture of the first clock.

Betty stopped driving the bus at 3:00 P.M.

Point to the picture of the second clock.



How many hours did Betty drive the bus?

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

- A. 1 hour
- B. 2 hours
- C. 3 hours

Calculator may be used on this item.

Provide student with Place Value Chart 1 showing ones, tenths, and hundredths from the Grade 5 Mathematics Practice Test Reference Materials.

Item 8

This item is about decimals and place value.

This is the number [Graphic description: “two and forty-seven hundredths”] 2.47 in a place value chart.

Point to the two and forty-seven hundredths in the place value chart.

Ones	Decimal	Tenths	Hundredths
2	.	4	7

The 2 is in the ones place.

Point to the number in the ones place.

The 4 is in the tenths place.

Point to the number in the tenths place.

The 7 is in the hundredths place.

Point to the number in the hundredths place.

Item 8, continued

This is another place value chart.

Point to the place value chart as the TTS or TA reads the graphic description.

[Graphic description: “This is an empty place value chart. The space that is one place to the left of the decimal point is the ones place. The space that is one place to the right of the decimal point is the tenths place. The space that is two places to the right of the decimal point is the hundredths place.”]

Ones	Decimal	Tenths	Hundredths
	.		

This is the number *[Graphic description: “three and eighty-five hundredths”]* 3.85.

Point to the number.

3.85

What is the place value of the 5 in the number *[Graphic description: “three and eighty-five hundredths”]* 3.85?

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

- A. ones
- B. tenths
- C. hundredths

Calculator may be used on this item.

Provide student with Graph 3, "Marie's and Peter's Money Saved" from the Grade 5 Mathematics Practice Test Reference Materials.

Item 9

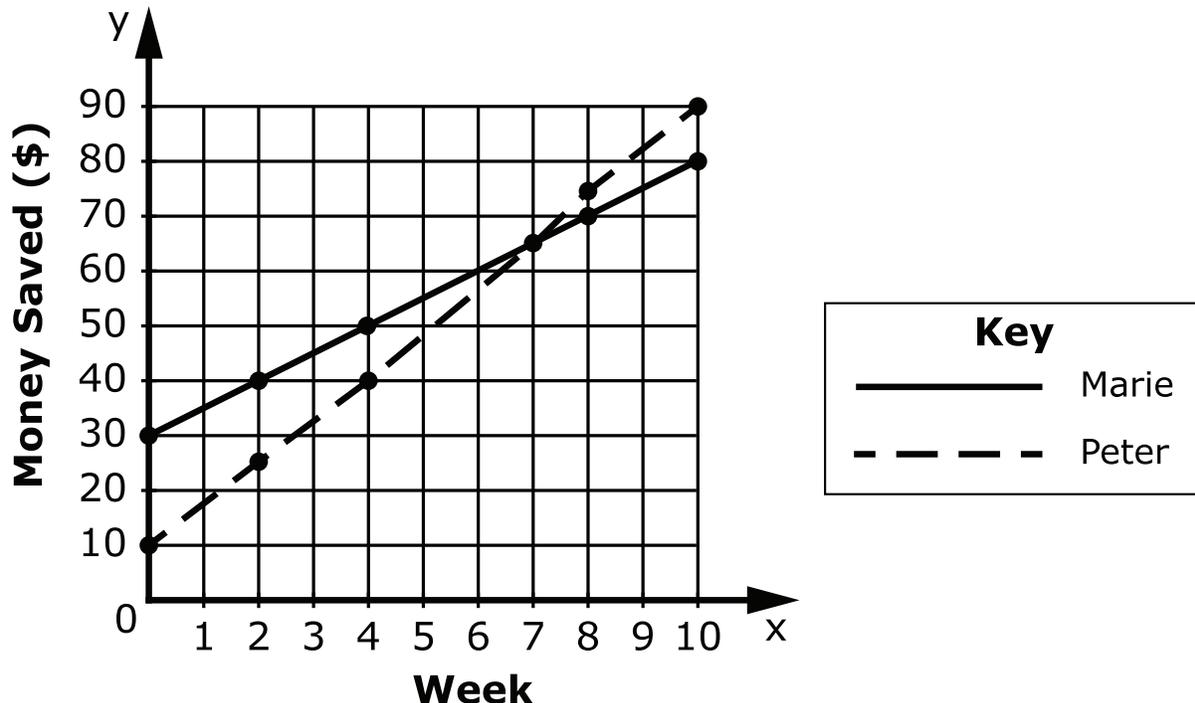
This item is about comparing information in a graph.

This graph shows the amount of money Marie saved and the amount of money Peter saved.

Point to the graph and the key as the TTS or TA reads the graphic description.

[Graphic description: "This is a line graph titled 'Marie's and Peter's Money Saved'. It shows the amount of money Marie saved and the amount of money Peter saved over a number of weeks. The x-axis starts at zero and has ten equally spaced marks increasing by ones moving to the right. It is labeled Week. The y-axis starts at zero and has nine equally spaced marks increasing by tens moving upward. It is labeled Money Saved in dollars. This is a key. The key shows that the solid line on the graph represents the amount of money Marie saved. The dashed line on the graph represents the amount of money Peter saved."]

Marie's and Peter's Money Saved



Item 9, continued

How many more dollars did Marie have in Week 4 than Peter in Week 4?

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

[Graphic description: "ten dollars"]

A. \$10

[Graphic description: "fifteen dollars"]

B. \$15

[Graphic description: "twenty dollars"]

C. \$20

Calculator may be used on this item.

Item 10

This item is about units of measurement in yards and in feet.

There are 3 feet in 1 yard.

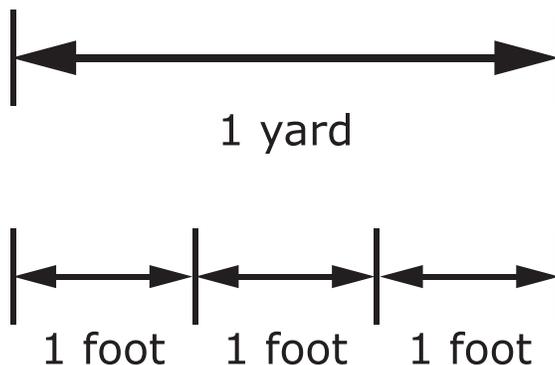
Point to the equation.

$$3 \text{ feet} = 1 \text{ yard}$$

This picture shows 3 feet in 1 yard.

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

[Graphic description: "This picture shows three feet equals one yard."]

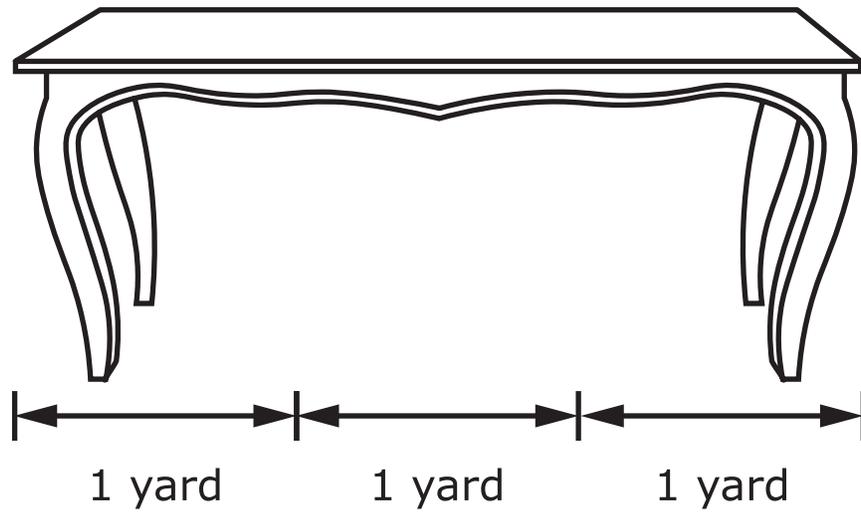


Item 10, continued

This table is 3 yards wide.

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

[Graphic description: “one yard, two yards, three yards”]



How many feet wide is the table?

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

- A. 9 feet
- B. 7 feet
- C. 6 feet

Calculator may be used on this item.

Provide student with Number Line 1 showing the point 7.8 from the Grade 5 Mathematics Practice Test Reference Materials.

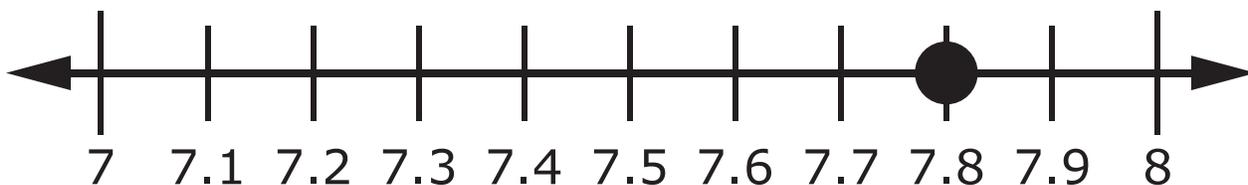
Item 11

This item is about rounding to the nearest whole number.

This is a number line. This is the number [Graphic description: "seven and eight-tenths"] 7.8.

Point to the 7.8 on the number line as the TTS or TA reads the graphic description.

[Graphic description: "This is a number line beginning at seven on the left, followed by ten equally spaced marks, ending at eight on the right. The eighth mark after seven has a point that is labeled seven and eight-tenths."]



What is [Graphic description: "seven and eight-tenths"] 7.8 rounded to the nearest whole number?

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

- A. 6
- B. 7
- C. 8

Calculator may be used on this item.

Item 12

This item is about units of measurement in feet and in inches.

There are 12 inches in 1 foot.

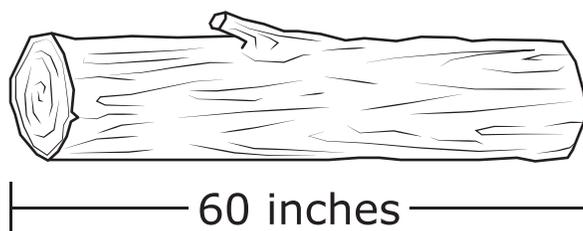
Point to the equation as the TTS or TA reads the graphic description.

[Graphic description: "Twelve inches equal one foot."]

$$12 \text{ inches} = 1 \text{ foot}$$

This piece of wood is 60 inches long.

Point to the picture of the wood.



How long, in feet, is the piece of wood?

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

- A. 4 feet
- B. 5 feet
- C. 6 feet

Calculator not permitted on this item.

Item 13

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: "Six times five equals thirty."]

$$6 \times 5 = 30$$

This is another multiplication problem.

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

[Graphic description: "Six times six equals thirty-six."]

$$6 \times 6 = 36$$

This multiplication problem has a missing answer.

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

[Graphic description: "Six times nine equals blank."]

$$6 \times 9 = \underline{\quad}$$

Item 13, continued

Is the answer to [*Graphic description: six times nine*] 6×9 greater than, less than, or equal to 36?

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

- A. greater than 36
- B. less than 36
- C. equal to 36

Calculator not permitted on this item.

Item 14

This item is about solving a word problem.

Jack placed 48 fish into 4 tanks. He placed the same number of fish into each tank.

How many fish were placed into each tank?

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

- A. 6 fish
- B. 12 fish
- C. 24 fish

Calculator not permitted on this item.

Item 15

This item is about solving a word problem.

Larry spent \$1.50 on a box of tissues.

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

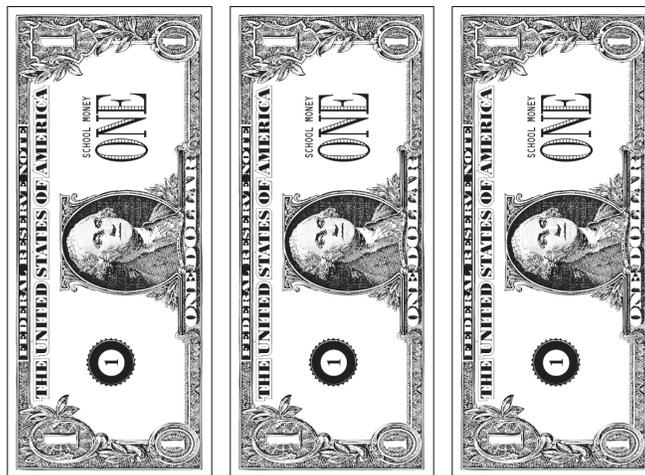
[Graphic description: "This is a picture of a one-dollar bill and two quarters."]



Larry also spent \$3.00 on a bottle of soap.

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

[Graphic description: "This is a picture of three one-dollar bills."]



Item 15, continued

To find how much there is in all, add \$1.50 and \$3.00.

How much money did Larry spend in all?

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

[Graphic description: “one dollar and fifty-three cents”]

A. \$1.53

[Graphic description: “two dollars and twenty-five cents”]

B. \$2.25

[Graphic description: “four dollars and fifty cents”]

C. \$4.50

Calculator may be used on this item.

Provide student with Number Line 2 from the Grade 5 Mathematics Practice Test Reference Materials.

Item 16

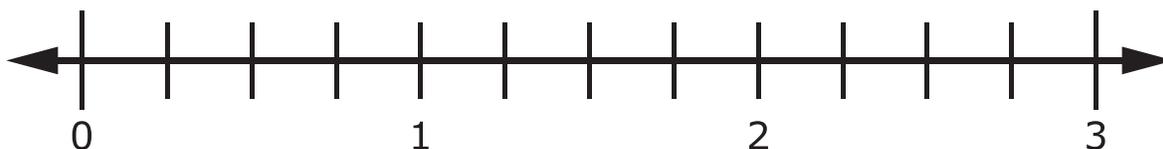
This item is about using fractions to solve a word problem.

Katie ran [Graphic description: "one and one-half"] $1\frac{1}{2}$ miles on Saturday. On Sunday, she ran [Graphic description: "one and one-fourth"] $1\frac{1}{4}$ miles.

You may use this number line to solve the problem.

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

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



How far did Katie run on Saturday and Sunday?

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

[Graphic description: "A. two and one-sixth miles"]

A. $2\frac{1}{6}$ miles

[Graphic description: "B. two and one-fourth miles"]

B. $2\frac{1}{4}$ miles

[Graphic description: "C. two and three-fourths miles"]

C. $2\frac{3}{4}$ miles

Calculator not permitted on this item.

Provide student with Number Line 3 showing Wednesday and Thursday from the Grade 5 Mathematics Practice Test Reference Materials.

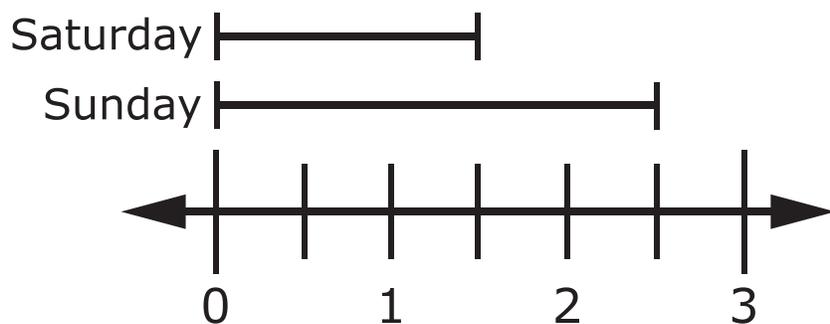
Item 17

This item is about solving a word problem.

On Saturday, Jesse hiked [Graphic description: “one and five-tenths”] 1.5 miles. On Sunday, Jesse hiked [Graphic description: “two and five-tenths”] 2.5 miles.

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

[Graphic description: This is a number line starting at zero on the left followed by six equally spaced marks ending at three on the right. There is a line above labeled ‘Saturday’ that goes from zero to one and five-tenths. There is another line directly below that is labeled ‘Sunday’ that goes from zero to two and five-tenths on the number line.”]



To find how much farther Jesse hiked on Sunday than she did on Saturday, subtract [Graphic description: “one and five-tenths”] 1.5 from [Graphic description: “two and five-tenths”] 2.5.

Jesse hiked 1 mile farther on Sunday than on Saturday.

This is another problem.

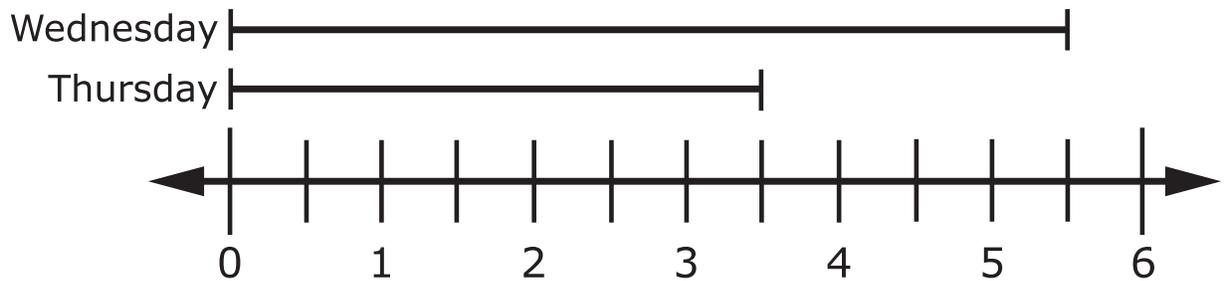
You may use the number line to solve the problem.

Item 17, continued

On Wednesday, Donna walked [Graphic description: “five and five-tenths”] 5.5 miles. On Thursday, Donna walked [Graphic description: “three and five-tenths”] 3.5 miles.

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

[Graphic description: This is a number line beginning at zero on the left followed by twelve equally spaced marks ending at six on the right. Above that number line is a line labeled ‘Wednesday’ that extends from zero to five and five-tenths. Directly below that is a line labeled ‘Thursday’ that extends from zero to three and five-tenths.”]



How many more miles did Donna walk on Wednesday than on Thursday?

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

- A. 1 mile
- B. 2 miles
- C. 9 miles

Calculator not permitted on this item.

Provide student with Number Lines 4 and 5 showing one-fourth and one-half from the Grade 5 Mathematics Practice Test Reference Materials.

Item 18

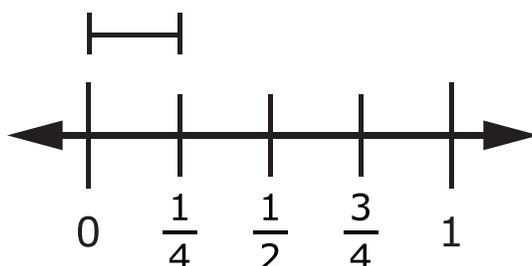
This item is about using fractions to solve a word problem.

You may use the number lines to solve the problem.

Lou practiced the trumpet for [Graphic description: "one-fourth"] $\frac{1}{4}$ hour before lunch.

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

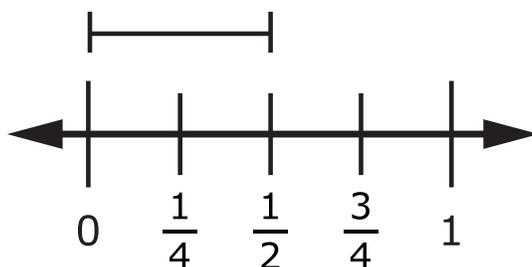
[Graphic description: "This is a number line beginning at zero on the left, followed by four equally spaced marks, ending at one on the right. There is a line representing one-fourth that covers one space between the marks on the number line."]



Then, Lou practiced the trumpet for [Graphic description: "one-half"] $\frac{1}{2}$ hour after dinner.

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

[Graphic description: "This is a number line beginning at zero on the left, followed by four equally spaced marks, ending at one on the right. There is a line representing one-half that covers two spaces between the marks on the number line."]



Item 18, continued

How much time did Lou practice the trumpet in all?

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

[Graphic description: "A. three-fourths hour"]

A. $\frac{3}{4}$ hour

[Graphic description: "B. one-sixth hour"]

B. $\frac{1}{6}$ hour

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

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

Calculator may be used on this item.

Provide student with Blank Coordinate Grid 1 from the Grade 5 Mathematics Practice Test Reference Materials and a small object or marker.

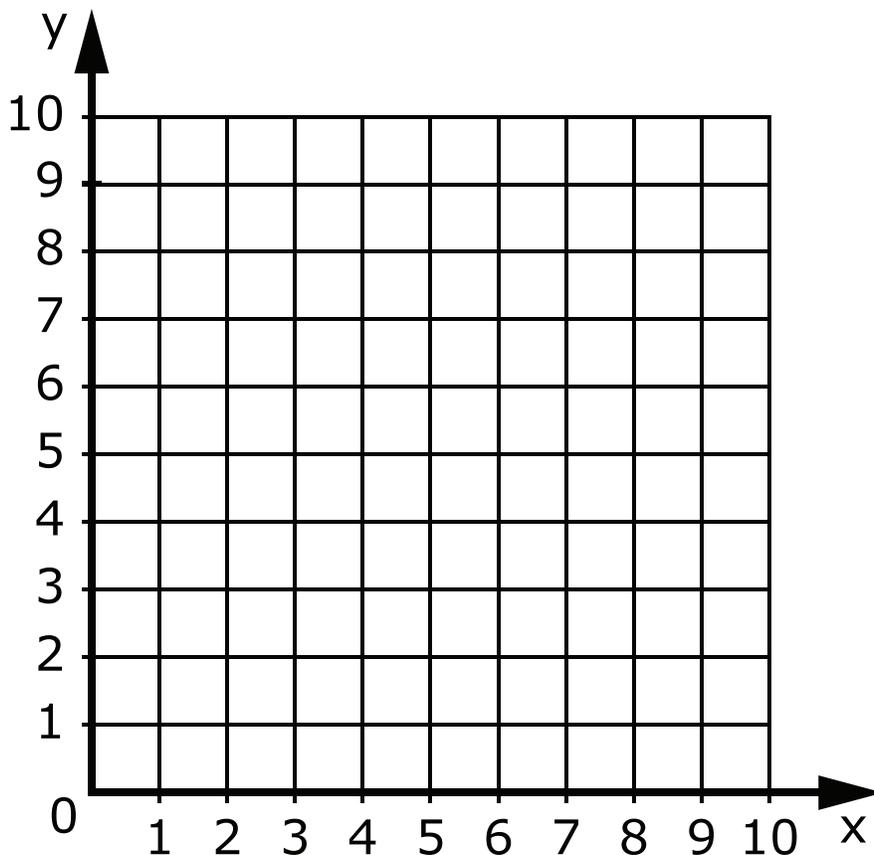
Item 19

This item is about plotting points.

This is a coordinate grid and a small object.

Present the blank coordinate grid and a small object as the TTS or TA reads the graphic description.

[Graphic description: "This is a grid. The x-axis starts at zero and has ten equally spaced marks increasing by ones moving to the right ending at ten. The y-axis starts at zero and has ten equally spaced marks increasing by ones moving upward ending at ten."]



Item 19, continued

This is the ordered pair (2, 4).

Point to the ordered pair as the TTS or TA reads the graphic description.

[Graphic description: “two, four”]

(2, 4)

To plot (2, 4) on the coordinate grid, start at the origin (0, 0). Then move two units to the right along the x-axis. From there, move up four units.

Place a small object on two, four.

This is another ordered pair.

Point to the ordered pair as the TTS or TA reads the graphic description.

[Graphic description: “three, five”]

(3, 5)

Use the small object to plot the ordered pair (3, 5) on the coordinate grid.

Point to the coordinate grid and the ordered pair.

Allow time for the student to plot the point by placing the small object on the coordinate grid.

- A. Student provides the correct answer.
- B. Student does not provide the correct answer.

Calculator may be used on this item.

Item 20

This item is about decimals.

This rectangle is divided into 10 equal parts. The rectangle has 1 part shaded. This model shows *[Graphic description: "one-tenth"]* 0.1 shaded.

Point to the model.



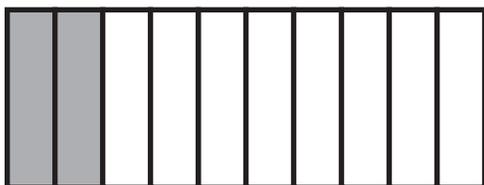
0.1

Which model shows *[Graphic description: "seven-tenths"]* 0.7 shaded?

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

[Graphic description: "A. This is a rectangle that is divided into ten equal parts. Two parts are shaded."]

A.



[Graphic description: "B. This is a rectangle that is divided into ten equal parts. Seven parts are shaded."]

B.



Session 2

Calculator may be used on this item.

Item 21

This item is about units of measurement in yards and in feet.

There are 3 feet in 1 yard.

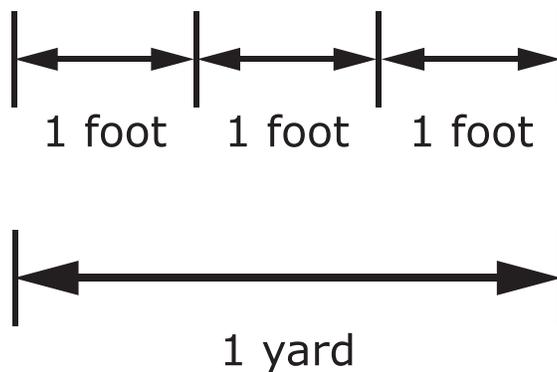
Point to the equation.

$$3 \text{ feet} = 1 \text{ yard}$$

This model shows 3 feet in one yard.

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

[Graphic description: "This model shows three feet equals one yard."]

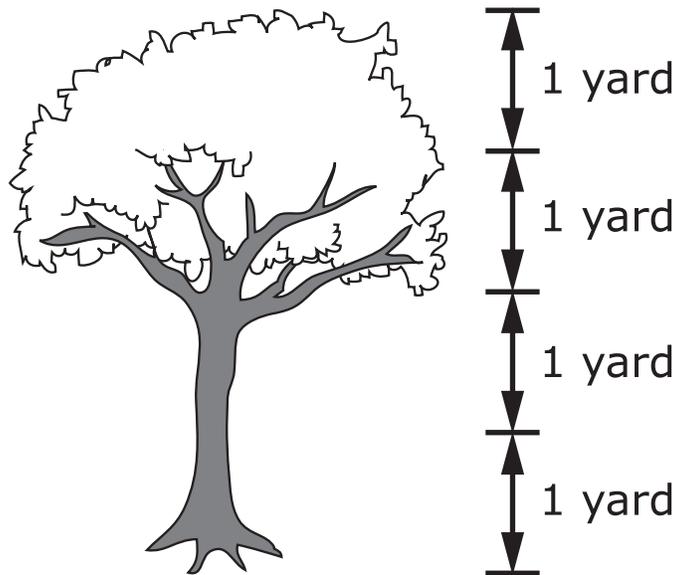


Item 21, continued

This tree is 4 yards high.

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

[Graphic description: “one yard, two yards, three yards, four yards”]



How many feet tall is the tree?

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

- A. 7 feet
- B. 12 feet

Calculator may be used on this item.

Provide student with Picture 2 showing cups and pencils from the Grade 5 Mathematics Practice Test Reference Materials and a small object or marker.

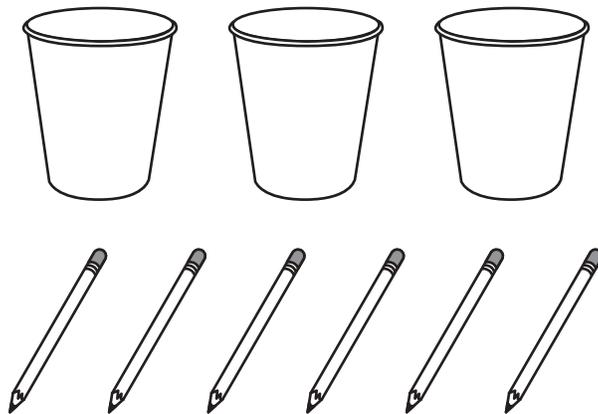
Item 22

This item is about solving word problems.

Kylie put pencils in 3 cups. She had 6 pencils to put in the 3 cups. She put the same number of pencils in each cup.

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

[Graphic description: "This is a picture of three cups and six pencils."].



How many pencils did Kylie put in each cup?

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

[Graphic description: "A. This is a picture of two pencils in one cup."]

A.



Item 22, continued

[Graphic description: "B. This is a picture of three pencils in one cup."]



B.

Calculator may be used on this item.

Provide student with Number Line 5 showing the point 8.7 from the Grade 5 Mathematics Practice Test Reference Materials.

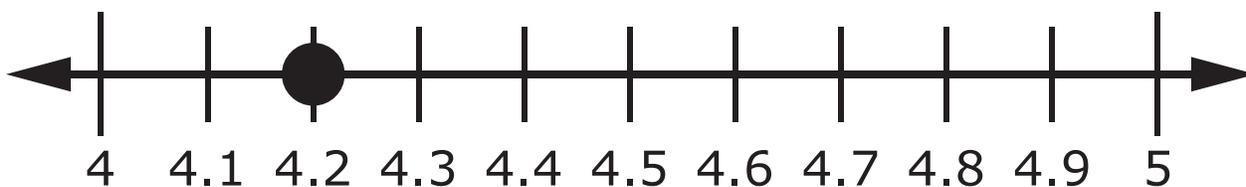
Item 23

This item is about rounding to the nearest whole number.

This is a number line. This is the number [Graphic description: “four and two-tenths”] 4.2.

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

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



The number [Graphic description: “four and two-tenths”] 4.2 is closer to the number 4 than to the number 5.

Point to the 4 on the number line.

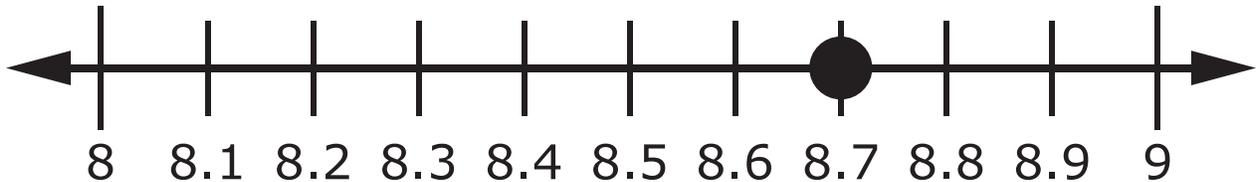
Item 23, continued

This is another number line. This is the number [Graphic description: “eight and seven-tenths”] 8.7.

Point to the 8.7 on the number line.

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

[Graphic description: “This is a number line beginning at eight on the left, followed by ten equally spaced marks, ending at nine on the right. The seventh mark after eight has a point that is labeled eight and seven-tenths.”]



Is the number [Graphic description: “eight and seven-tenths”] 8.7 closer to 7, 8, or 9?

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

- A. 7
- B. 8
- C. 9

Calculator may be used on this item.

Provide student with Picture 3 showing two clocks at 3:00 and 5:00 from the Grade 5 Mathematics Practice Test Reference Materials.

Item 24

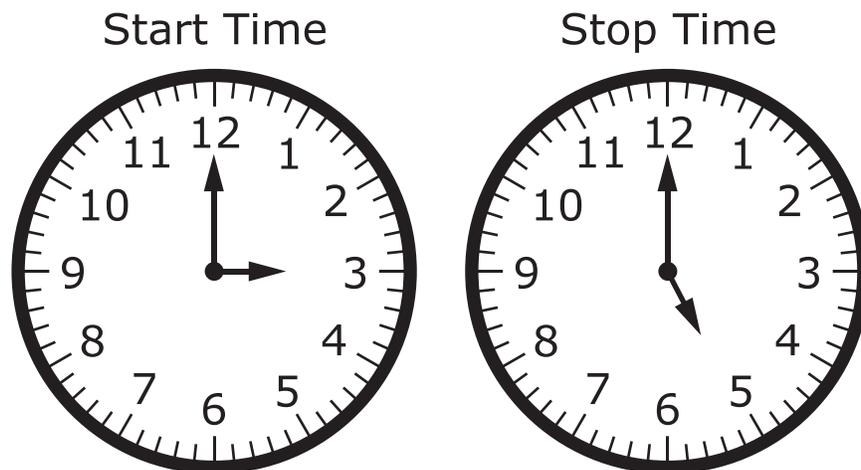
This item is about units of measurement in hours.

Myra started playing basketball at 3:00 P.M.

Point to the picture of the first clock.

Myra stopped playing basketball at 5:00 P.M.

Point to the second clock.



How many hours did Myra play basketball?

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

- A. 2 hours
- B. 8 hours
- C. 15 hours

Calculator may be used on this item.

Provide student with Number Line 6 showing the point at 2.8 from the Grade 5 Mathematics Practice Test Reference Materials.

Item 25

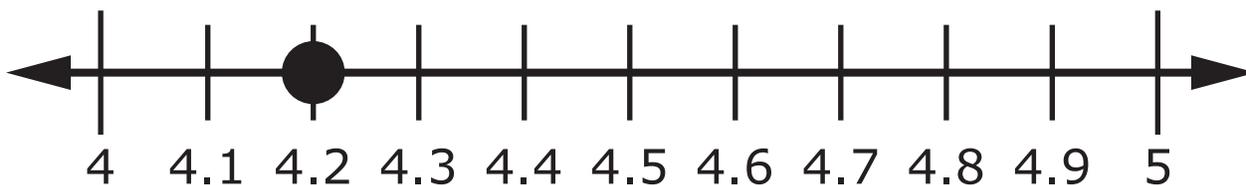
This item is about rounding to the nearest whole number.

This is a number line. This is the number [Graphic description: "four and two-tenths"] 4.2.

Point to the number 4.2 on the number line.

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

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



The number [Graphic description: "four and two-tenths"] 4.2 is closer to the number 4 than to the number 5.

Point to the 4 on the number line.

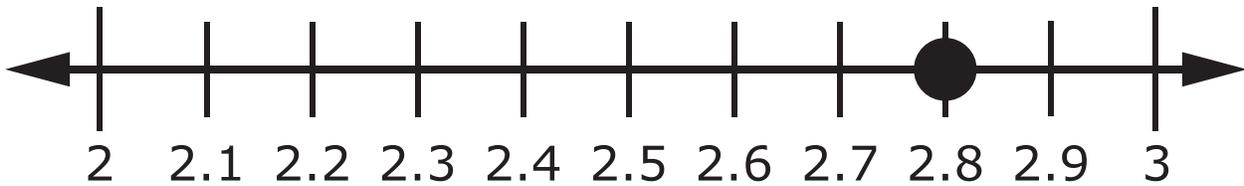
Item 25, continued

This is another number line. This is the number [Graphic description: “two and eight-tenths”] 2.8.

Point to the 2.8 on the number line.

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

[Graphic description: “This is a number line beginning at two on the left, followed by ten equally spaced marks, ending at three on the right. The eighth mark after two has a point that is labeled two and eight-tenths.”]



What is [Graphic description: “two and eight-tenths”] 2.8 rounded to the nearest whole number?

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

- A. 2
- B. 3
- C. 4

Calculator not permitted on this item.

Item 26

This item is about multiplying numbers.

These are two multiplication problems.

The first array shows *[Graphic description: “six times three equals eighteen.”]*

$$6 \times 3 = 18$$

Point to the first array.

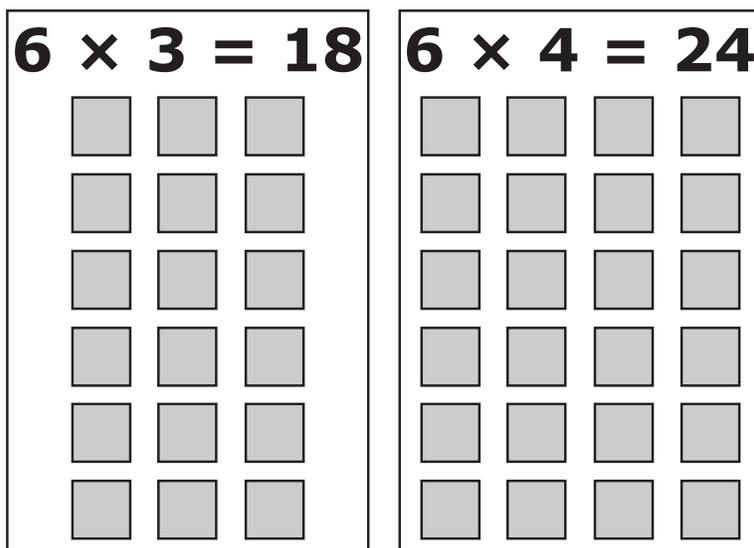
[For students with visual impairment, read “The first array shows six times three equals eighteen. There are six rows of squares. Each row has three squares.”]

The second array shows *[Graphic description: “six times four equals twenty-four.”]*

$$6 \times 4 = 24$$

Point to the second array.

[For students with visual impairment, read “The second array shows six times four equals twenty-four. There are six rows of squares. Each row has four squares.”]



Item 26, continued

Compare the arrays for the two multiplication problems. The answer to *[Graphic description: “six times four”]* 6×4 is greater than 18.

This multiplication problem has a missing answer.

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

[Graphic description: “six times two equals blank”]

$$6 \times 2 = \underline{\quad}$$

Is the answer to *[Graphic description: “six times two”]* 6×2 greater than, less than, or equal to 24?

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

- A. greater than
- B. less than
- C. equal to

Calculator may be used on this item.

Provide student with Picture 4 showing a clock at 12:30 from the Grade 5 Mathematics Practice Test Reference Materials.

Item 27

This item is about units of measurement in hours and in minutes.

There are 60 minutes in 1 hour.

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

[Graphic description: "Sixty minutes equal one hour."]

60 minutes = 1 hour

Edward arrived at the museum at 12:30 P.M.

Point to the picture of the clock.



Edward stayed at the museum for 3 hours.

How many **minutes** did Edward stay at the museum?

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

- A. 60 minutes
- B. 120 minutes
- C. 180 minutes

Calculator may be used on this item.

Provide student with Coordinate Grid 2 showing the points A, B, and C from the Grade 5 Mathematics Practice Test Reference Materials.

Item 28

This item is about plotting points.

This is the ordered pair (4, 3).

Point to the ordered pair as the TTS or TA reads the graphic description.

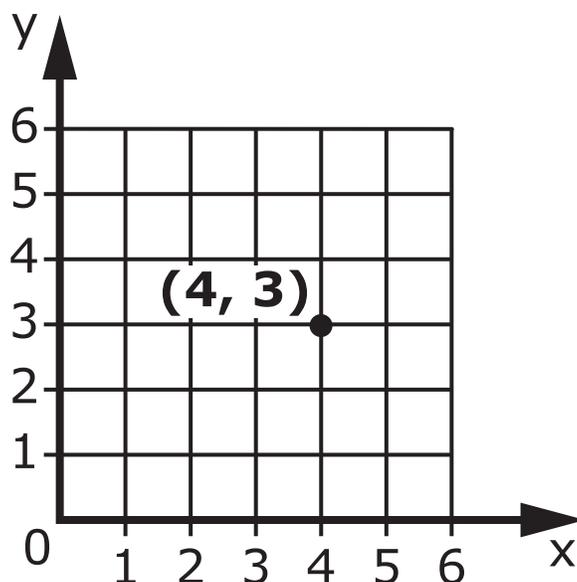
[Graphic description: "four, three"]

(4, 3)

This is the coordinate grid for the ordered pair (4, 3).

Point to the coordinate grid as the TTS or TA reads the graphic description.

[Graphic description: "This is a grid. The x-axis starts at zero and has six equally spaced marks increasing by ones moving to the right. The y-axis starts at zero and has six equally spaced marks increasing by ones moving upward. There is a point at four, three."]



The x-coordinate is 4. The y-coordinate is 3.

Item 28, continued

To plot (4, 3) on the coordinate grid, start at the origin. The origin is located at (0, 0).

Point to the origin.

Then, count 4 units to the right along the x-axis.

Point to and count four units to the right.

Next, from that spot, count 3 units up the y-axis.

Point to and count three units up.

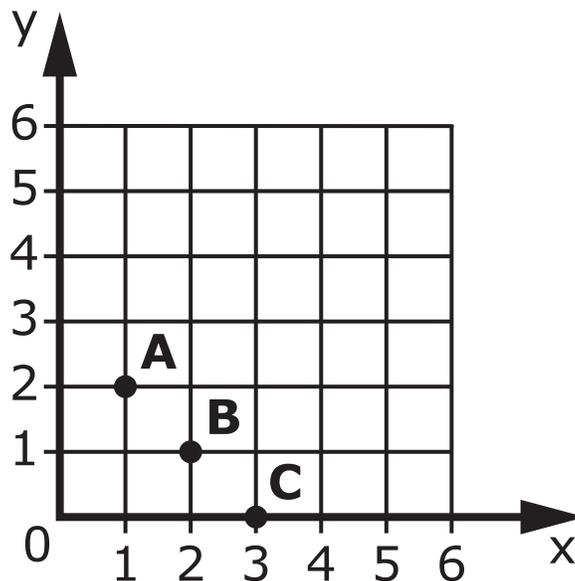
This is the location of the ordered pair (4, 3).

Point to the location of four, three.

This is another coordinate grid. Point **A**, Point **B**, and Point **C** are ordered pairs plotted on this coordinate grid.

Point to the coordinate grid and each point as the TTS or TA reads the graphic description.

[Graphic description: "This is a grid. The x-axis starts at zero and has six equally spaced marks increasing by ones moving to the right. The y-axis starts at zero and has six equally spaced marks increasing by ones moving upward. There is a point labeled A, a point labeled B, and a point labeled C."]



Item 28, continued

This is the ordered pair (1, 2).

Point to the ordered pair as the TTS or TA reads the graphic description.

[Graphic description: “one, two”]

(1, 2)

Which point is located at (1, 2) on the coordinate grid?

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

- A. Point **A**
- B. Point **B**
- C. Point **C**

Calculator may be used on this item.

Item 29

This item is about decimals and place value.

This is the number *[Graphic description: “five and twenty-six hundredths”]* 5.26.

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

In the number *[Graphic description: “five and twenty-six hundredths”]* 5.26, what is the place value of the 2?

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

- A. ones
- B. tenths
- C. hundredths

Calculator not permitted on this item.

Item 30

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 two equals four.”]

$$2 \times 2 = 4$$

This is another multiplication problem.

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

[Graphic description: “two times three equals six.”]

$$2 \times 3 = 6$$

This multiplication problem has a missing answer.

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

[Graphic description: “two times five equals blank.”]

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

Item 30, continued

Is the answer to [Graphic description: "two times five"] 2×5 greater than, less than, or equal to 6?

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

- A. greater than
- B. less than
- C. equal to

Calculator not permitted on this item.

Provide student with Number Line 7 showing Monday and Tuesday from the Grade 5 Mathematics Practice Test Reference Materials.

Item 31

This item is about using fractions to solve a word problem.

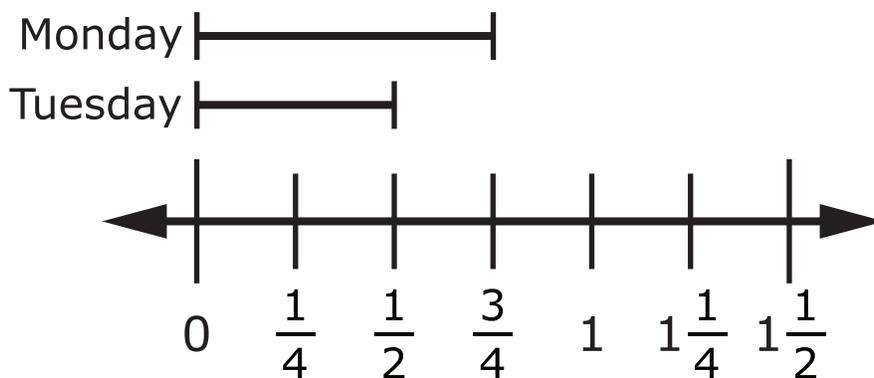
You may use the number lines to solve the problem.

Katie studied for [Graphic description: three-fourths"] $\frac{3}{4}$ hour on Monday.

Katie studied for [Graphic description: one-half"] $\frac{1}{2}$ hour on Tuesday.

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

[Graphic description: "This is a number line beginning at zero on the left, followed by six equally spaced marks, ending at one and one-half on the right. There is a line above labeled 'Monday' that goes from zero to three-fourths on the number line. There is another line directly below that is labeled 'Tuesday' that goes from zero to one-half on the number line."]

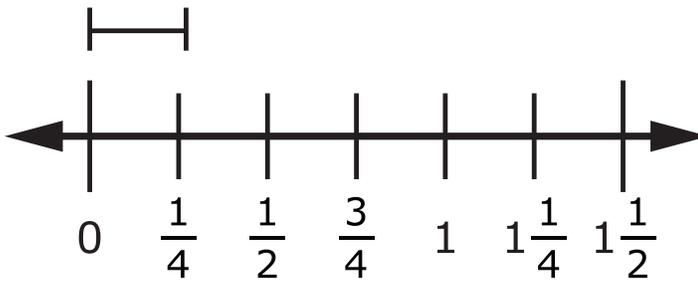


Item 31, continued

How long did Katie study in all?

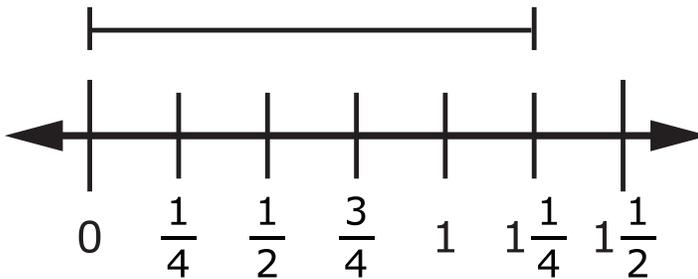
Point to each option as the TTS or TA reads each graphic description.

[Graphic description: "A. one-fourth hour"]



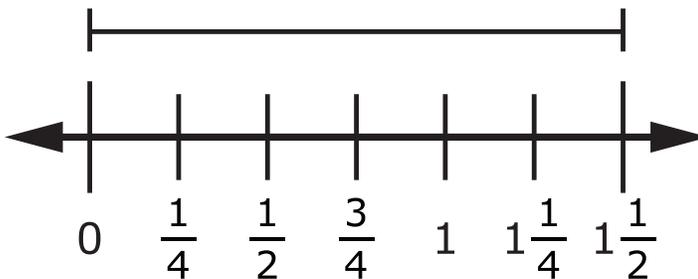
A. $\frac{1}{4}$ hour

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



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

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



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

Calculator not permitted on this item.

Provide student with Picture 5 showing children and height measurements in feet from the Grade 5 Mathematics Practice Test Reference Materials.

Item 32

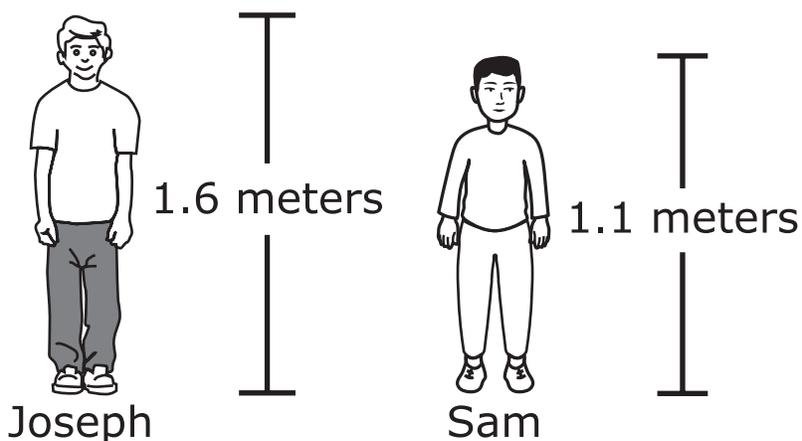
This item is about solving a word problem.

Joseph is [Graphic description: “one and six-tenths”] 1.6 meters tall.

His brother, Sam, is [Graphic description: “one and one-tenth”] 1.1 meters tall.

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

[Graphic description: “This is a picture of a child with the name Joseph underneath. Next to the picture is a line showing the height of Joseph labeled one and six-tenths meters. Next to that is another child with the name Sam underneath. Next to the picture is a line showing the height of Sam labeled one and one-tenth meters.”]



To find out how much taller Joseph is than Sam, subtract [Graphic description: “one and one-tenth”] 1.1 from [Graphic description: “one and six-tenths”] 1.6.

Joseph is [Graphic description: “five-tenths”] 0.5 meter taller than Sam.

Item 32, continued

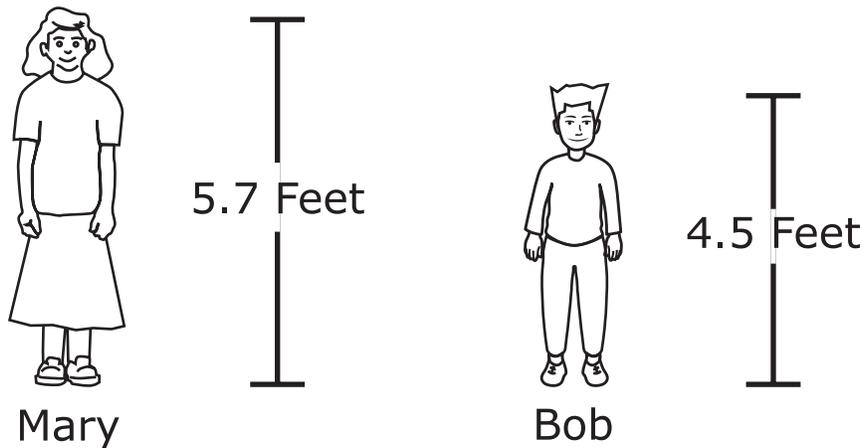
This is another word problem

Mary is [Graphic description: “five and seven-tenths”] 5.7 feet tall.

Bob is [Graphic description: “four and five-tenths”] 4.5 feet tall.

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

[Graphic description: “This is a picture of a child with the name Mary underneath. Next to the picture is a line showing the height of Mary labeled five and seven-tenths feet. Next to that is another child with the name Bob underneath. Next to the picture is a line showing the height of Bob labeled four and five-tenths feet.”]



How much taller is Mary than Bob?

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

[Graphic description: “A. two-tenths foot”]

A. 0.2 foot

[Graphic description: “B. one and two-tenths feet”]

B. 1.2 feet

[Graphic description: “C. ten and two-tenths feet”]

C. 10.2 feet

Calculator not permitted on this item.

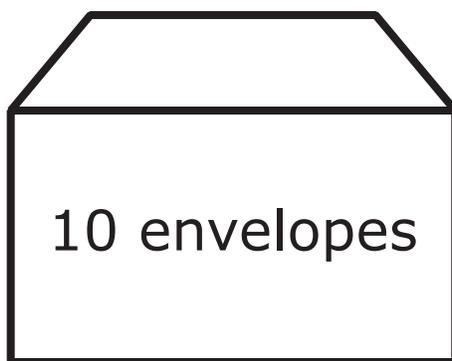
Item 33

This item is about solving a word problem.

Isaac needed to buy 50 envelopes. Each box of envelopes held 10 envelopes.

Point to the box of envelopes.

[For students with visual impairments, read “This is a picture of a box of ten envelopes.”]



How many boxes of envelopes did Isaac need to buy?

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

- A. 60 boxes
- B. 6 boxes
- C. 5 boxes

Calculator may be used on this item.

Provide student with Blank Coordinate Grid 1 from the Grade 5 Mathematics Practice Test Reference Materials and a small object or marker.

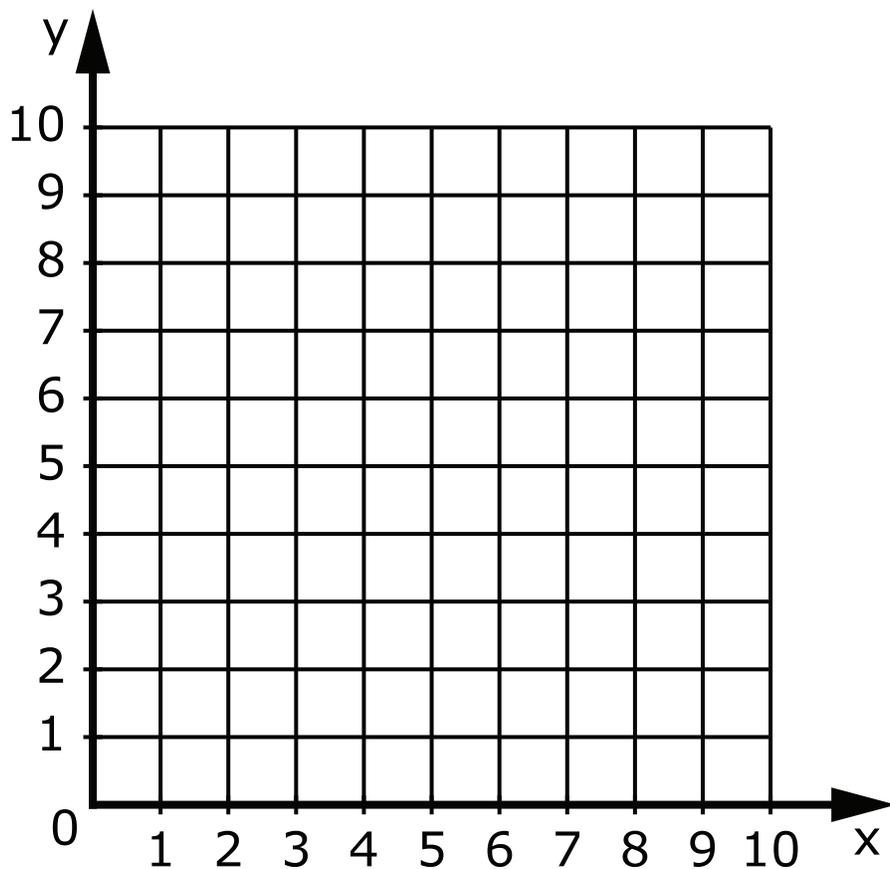
Item 34

This item is about plotting points.

This is a coordinate grid and a small object.

Present the blank coordinate grid and a small object as the TTS or TA reads the graphic description.

[Graphic description: "This is a grid. The x-axis starts at zero and has ten equally spaced marks increasing by ones moving to the right ending at ten. The y-axis starts at zero and has ten equally spaced marks increasing by ones moving upward ending at ten."]



Item 34, continued

This is an ordered pair.

Point to the ordered pair as the TTS or TA reads the graphic description.

[Graphic description: “seven, four”]

(7, 4)

Use the small object to plot the point (7, 4) on the coordinate grid.

Allow time for the student to plot the point by placing the small object on the coordinate grid.

- A. Student provides the correct answer.
- B. Student does not provide the correct answer.

Calculator may be used on this item.

Provide student with Graph 4, "Kite Flying" from the Grade 5 Mathematics Practice Test Reference Materials.

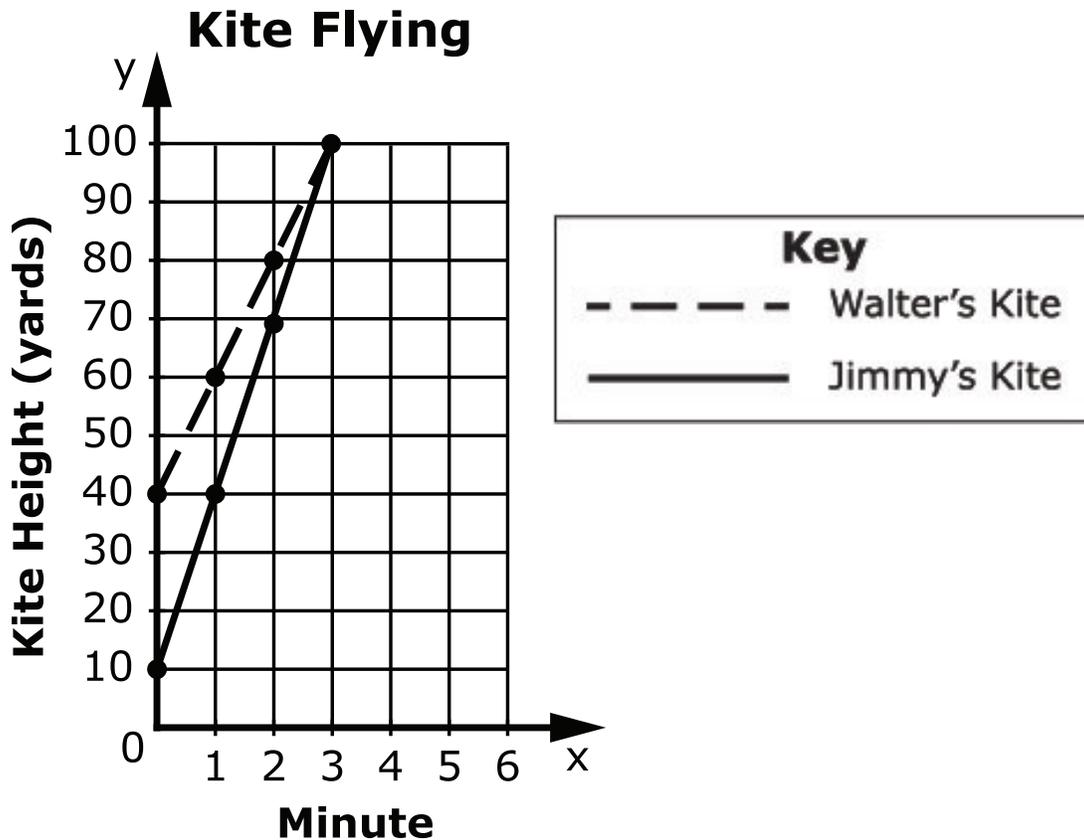
Item 35

This item is about comparing information in a graph.

Walter and Jimmy each were flying kites. This graph shows the heights of Walter's kite and Jimmy's kite.

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

[Graphic description: "This is a line graph titled 'Kite Flying'. It shows the heights, in yards, of Walter's kite and Jimmy's kite over numbers of minutes. The x-axis starts at zero and has six equally spaced marks increasing by ones moving to the right ending at six. It is labeled Minute. The y-axis starts at zero and has ten equally spaced marks increasing by tens moving upward ending at 100. It is labeled Kite Height in yards. There is a key that shows that the dotted line on the graph represents Walter's kite and the solid line on the graph represents Jimmy's kite."]



Item 35, continued

In minute 1, the height of Walter's kite was 60 yards and the height of Jimmy's kite was 40 yards. Walter's kite was 20 yards higher than Jimmy's kite in minute 1.

How many yards higher was Walter's kite than Jimmy's kite in minute 2?

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

- A. 1 yard
- B. 10 yards
- C. 20 yards

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