

California Alternate Assessment

California Assessment of Student
Performance and Progress



Earth and Space Sciences

Directions for Administration



High School, Practice Test caaspp

CAA for Science Administration Notes

All information about the administration of the practice test can be found on the [CAASPP & ELPAC Website](#).

For questions regarding the California Alternate Assessment (CAA) for Science or other California Assessment of Student Performance and Progress (CAASPP) assessments:

- All users are encouraged to use the [Get Answers web page](#) to look up answers to commonly asked questions.
- Parents/Guardians should contact their child's teacher.
- Test examiners and other school personnel should contact their site CAASPP coordinator.
- Site CAASPP coordinators should contact their local educational agency (LEA) CAASPP coordinator.
- LEA CAASPP coordinators should contact their LEA Success Agent, preferably by email. Refer to the [Success Agent Lookup web page](#) to look up the name and contact information for the LEA's assigned representative or the [Contact Us web page](#) for all support options.
- For more information on all aspects of the CAAs, including test security, item types, and guidelines, refer to the [CAASPP Online Test Administration Manual](#) on the [CAASPP and ELPAC Manuals Library web page](#).

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Directions for Administration

About the Practice Test *Directions for Administration (DFA)*

This California Alternate Assessment (CAA) for Science *DFA* document contains information needed by test examiners to prepare for and administer one of the practice test performance tasks (PTs). This *DFA* contains specific information about this PT, including

- student engagement and student response,
- the concept of individualization,
- orienting activities and graphics for the orienting activities,
- the associated scripts for the online test questions, referred to as test items, and
- a complete list of materials needed for the administration of the PT and suggestions for individualization, if needed.

Please note that the practice tests and training tests do not produce scores. These practice tests are available all year and may be used at any time in preparation for the CAA for Science.

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

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

A parent or a guardian can access the practice tests through a guest session and act as the test examiner during testing. Test examiners or school staff members can access the practice tests through their appropriate roles in the [Test Operations Management System \(TOMS\)](#) or through guest sessions.

Helpful Links

- [Practice and Training Tests web page](#)
- [Practice and Training Test Resources web page](#)
- [Practice and Training Tests Overview video](#)
- [How to Access a Practice or Training Test Through the Student Interface web document](#)
- [How to Administer a Practice or Training Test with a Session ID web document](#)
- [California Alternate Assessments \(CAAs\) web page](#)
- [Accessibility Resources web page](#)
- [CAA for Science: Practice Test Scoring Guide—Earth and Space Sciences, High School web document](#)

Directions for Administration (cont.)

Using the Practice Test DFA

This *DFA* contains the script for administration of this CAA for Science PT. Keywords, symbols, and instructions for test examiners are as follows (refer to table 1):

Table 1. Keywords, Symbols, and Instructions

Guide to Administration Scripts	How the Test Examiner Should Proceed
SAY	The test examiner reads the material aloud to the student.
POINT TO the corresponding picture	The test examiner points to the information on the screen.
READ each option and POINT TO the corresponding picture	The test examiner reads each option on the screen aloud while pointing to the graphics or text on the screen.
DO	The test examiner performs an action.
ALT	The test examiner reads the alternative text instead of pointing to the image.
IND	The test examiner has the option of administering the orienting activity or test item using either the original format or an individualized format. Guidelines for administering in both formats are provided in the <i>DFA</i> .

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

Within the *DFA* is boxed and *italicized* text preceded by the **ALT** symbol that provides the alternative text for a student with visual impairments. The alternative text in these boxes should be used to describe images for a student who is not able to fully access the images or videos used in the assessment. **Only test examiners administering the test to students with visual impairments should read the alternative text.**

The alternative text is intended to be a supplement to the administration script for students who are visually impaired and should not be used in place of the administration script. Where the administration script prompts a test examiner to “**POINT TO**” an image, the test examiner would instead read the relevant alternative text to the student with visual impairments. In cases where a student with low vision benefits from having the test examiner point to an image or play a video, in addition to having the alternative text read, test examiners are permitted to use their discretion, as long as the decision is consistent with the student’s individualized education program (IEP). The alternative text can be reread on the basis of a student’s need or request. The alternative text should be read exactly as it is written in the *DFA*, without clarification or rephrasing.

Directions for Administration (cont.)

Optional Individualization IND

Like other standardized assessments, the CAA for Science should be administered to each student in a consistent manner according to the directions provided, with variations only as specified in each student's IEP. To maximize engagement for all students, the CAA for Science sometimes offers additional options for individualization in specific orienting activities and test items. This *DFA* provides test examiners with guidelines on how to individualize.

In preparation for administering this PT to a student, review the listed options for individualization and then decide if individualization is appropriate. If so, gather the alternative materials before testing with the student. A student should carry out activities to the greatest extent possible. If the student is unable to do so, the test examiner may manipulate the materials to conduct the activity. A summary of all materials that may be needed for this PT can be found in [appendix A](#).

Student Responses

The CAAs are designed for one-on-one administration between a student and a test examiner who is familiar with the student. When able, a student should provide responses directly into the testing device. In some cases, the test examiner may select the responses indicated by the student by means that include, but are not limited to, gesture, eye gaze, or an alternative communicative device. In all cases, responses must come from the student and not from the test examiner. **Hand-over-hand or other physical prompting by the test examiner is NOT permitted on any CAA.**

Videos

Videos are sometimes used to provide demonstrations of scientific phenomena. **These videos do not contain audio.** Some videos have accompanying text in the *DFA* that the test examiner must read to the student.

Videos may be paused or replayed as many times as needed. A student or test examiner may change the playback speed (that is, 0.5X, 1X, 1.5X, and 1.75X) on the progress bar as necessary to ensure the student is able to process the content.

Directions for Administration (cont.)

Student Engagement and PT Completion

Establishing and maintaining student engagement is important to the successful administration of the CAA for Science. The test examiner may pause testing if the student is no longer engaged, not actively participating, or showing signs of behavioral or functional concerns related to the test. Testing may resume at a later time as appropriate for the student.

If a student does not regain productivity and engagement, even after allowing breaks over multiple days, a test examiner may end a student's test. To end the test early, advance through the remaining test items and then submit the test.

A student should be administered as much content of each PT as possible, so time should be taken as necessary to elicit the student's best performance on each test item. A student should use the mode(s) of communication used in daily instruction.

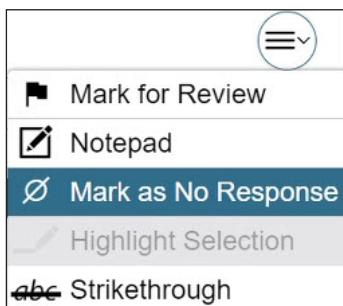
Options for individualization are offered in this *DFA*, and test examiners can always use accommodations and resources to best meet a student's individual needs, as documented in the student's IEP. Please note that all test items may be individualized based upon the student's IEP.

Directions for Administration (cont.)

Selecting the “Mark as No Response” Option

Ultimately, the professional judgment of a test examiner who is familiar with the student will ensure each student gets the best possible opportunity to demonstrate what the student knows and can do. For cases where the student is presented with a test item and does not provide a response, a “Mark as No Response” option is available for each test item and is found in the context menu (\equiv) in the upper-right corner of the screen. A test examiner will then select the [Mark as No Response] option (refer to Figure 1) and proceed to the next test item. Please remember that a test examiner should use this option only if they have presented the test item (that is, read the test item) to the student and the student did not provide a response, despite the test examiner’s best efforts to elicit a response. More information on response options is available in the resources listed on page 6 and in the [*Response Options for Alternate Assessments* web document](#).

Figure 1. “Mark as No Response” Option



The “Mark as No Response” option is not available on the CAAs for English language arts/literacy and mathematics.

“Mark as No Response” Option Versus Next

Table 2. “Mark as No Response” Option Versus Next

Presented Test Item to Student?	Student Response	Test Examiner Action
Yes	Student provides no response.	Select [Mark as No Response] option from context menu.
No	Student has become unresponsive and test examiner determines that it is best for the student to end the performance task.	Select [NEXT] button to continue through to end of performance task and then select submit button.

Directions for Administration (cont.)

Resources Listed in the Practice Test DFA

This *DFA* contains hyperlinks to resources essential for test administration. Table 3 includes the URLs for the embedded links in this *DFA*.

Table 3. Resources Listed in this Document

Resources	URL
Accessibility Resources web page	https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/
<i>CAA for Science: Practice Test Scoring Guide—Earth and Space Sciences, Grade Five</i>	https://www.caaspp-elpac.org/s/docs/CAA.Science.PT-Scoring-Guide.Grade5.Earth-and-Space-Sciences.Earth-Proceses.pdf
CAASPP and ELPAC Manuals Library web page	https://ca-toms-help.ets.org/
<i>CAASPP Online Test Administration Manual</i>	https://ca-toms-help.ets.org/caaspp-otam/
California Alternate Assessments (CAAs)	https://www.caaspp-elpac.org/assessments/caaspp/caa/
Contact Us web page	https://www.caaspp-elpac.org/help/contact
Get Answers web page	https://www.caaspp-elpac.org/help/get-answers
<i>How to Access a Practice or Training Test Through the Student Interface</i> web document	https://www.caaspp-elpac.org/s/docs/qrgaccesspracticetest.pdf
<i>How to Administer a Practice or Training Test with a Session ID</i> web document	https://www.caaspp-elpac.org/s/docs/qrgadministertest.pdf
Practice and Training Tests web page	https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/
<i>Practice and Training Tests Overview</i> video	https://www.youtube.com/watch?v=FYKtfd8bmyo/
Practice and Training Test Resources web page	https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/practice-and-training-resources/
<i>Response Options for Alternate Assessments</i> web document	https://www.caaspp-elpac.org/s/docs/CAASPP-ELPAC--Response-Options-for-Alternate-Assessments.pdf
Success Agent Lookup web page	https://www.caaspp-elpac.org/help/success-agent-lookup

Administering the Science Practice Test



Preparation for the Orienting Activities

The orienting activities prepare the student for the actual test items. The first orienting activity introduces concepts covered in the first five test items of the embedded PT. The second orienting activity introduces concepts covered in the next five test items. The third orienting activity introduces concepts covered in the last five test items.

As the test examiner, you may substitute objects that are more familiar to the student for these activities.

Orienting activities sometimes make use of graphics or other manipulatives that are external to the Test Delivery System and sometimes use videos or graphics that are within the Test Delivery System. Be sure to have graphics and manipulatives ready before starting the test session. Refer to [appendix A](#) for a complete listing of all materials that may be needed for this embedded PT.

Orienting Activity 1

The purpose of this activity is for the student to watch a video that shows how water can move an object.

Orienting Activity 2

The purpose of this activity is for the student to observe a picture that shows the eight planets of our solar system orbiting the Sun.

Orienting Activity 3

The purpose of this activity is for the student to observe pictures showing two ways a person can stay safe during an earthquake.

Begin the Test Administration

Log the student on to the Test Delivery System now.



Script for Orienting Activity 1

IND

SAY: Now we are going to do a science activity together. Then I will ask you five questions about this science topic.

DO: Play the video. As the video plays,

SAY: Look at the boat. Let's think about what is moving the boat. The moving water can move other objects along the same path.

ALT *The video shows a boat being placed in a stream and moving down the stream.*

IND DO: Place a toy boat in a pan of water. Tilt the pan so the boat moves.

ALT *I am placing a toy boat in a pan of water.
I am raising one end of the pan.*

SAY: See how the water is moving the boat.

— This concludes Orienting Activity 1. —
Begin testing on the next screen.



Scripts for the First Set of Practice Test Items

1

POINT TO the pictures.

SAY: These pictures show underwater in a stream and then the same place a month later.

ALT *The picture shows underwater in a stream. There is a rock in the middle of the stream floor.*

The picture shows underwater in a stream. There is a rock on the right edge of the stream floor.

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

2

SAY: Now we will watch a video.

DO: Play the video.

ALT *The video shows an underwater view of a stream. The flowing water is picking up the dirt and the pebbles.*

After the video has played,

SAY: This shows what it looks like underwater.

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

3

POINT TO the pictures.

SAY: Water gets bigger when it freezes. This shows what happens when water gets in a crack in a rock and freezes.

ALT *The picture shows three versions of the same rock. The first version is a rock with a small crack in the middle, filled with water.*

The second version is the same rock. The crack is now wider and longer, and the water has become ice.

The third version shows that the crack has gone through the whole rock. The whole rock has split into two smaller rocks.

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



4

POINT TO the pictures.

SAY: This shows a glacier moving over time.

ALT *The top picture shows a valley with a glacier halfway down the valley. In front of the glacier are rocks and trees.*

The bottom picture shows the same valley. The glacier has moved downhill, and the trees and rocks are pushed by the glacier.

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

5

READ the item and **POINT TO** the options.

SAY: Animals drink it.

ALT *The picture shows two horses drinking water from a pond.*

SAY: It makes waterfalls.

ALT *The picture shows a waterfall.*

SAY: It makes valleys.

ALT *The picture shows a river running through a valley between two mountains.*

SAY: Ducks swim in it.

ALT *The picture shows ducks on a lake.*

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

SAY: How else does water change the way Earth's surface looks?

— This concludes the first section of this embedded PT. —

Prepare for Orienting Activity 2 before proceeding to the next screen.



Script for Orienting Activity 2

IND

SAY: Now we are going to do a science activity together. Then I will ask you five questions about this science topic.

DO: Show [Graphic 1](#) to the student.

ALT *The picture shows the solar system with eight planets going around the Sun.*

SAY: This is our solar system. Eight planets are going around the Sun.

POINT TO Saturn, the planet at the top with rings.

SAY: This is Saturn. It is a planet in our solar system that has rings.

IND The test examiner may substitute images used during classroom instruction which show the solar system in place of Graphic 1.

— This concludes Orienting Activity 2. —

Continue testing on screens 6 through 10, which correspond to on-screen sequence numbers.



Scripts for the Second Set of Practice Test Items

6

POINT TO the picture.

SAY: This shows our solar system.

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

7

READ the item and **POINT TO** the objects in the options that have arrows pointing to them.

SAY: A

ALT *The picture shows a small, grey, round object with dark grey markings.*

SAY: B

ALT *The picture shows a tan, round object with rings around it next to a large, hot ball of gas.*

8

SAY: We are going to see what makes night and day happen.

DO: Play the video.

ALT *The video shows Earth next to the Sun. Earth is spinning, and the side facing the Sun has light. The side away from the Sun is dark.*

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

**9**

READ the item and **POINT TO** the options.

ALT *The picture shows the Sun with an arrow pointing to a blank box labeled “daytime.”*

SAY: this one

ALT *The picture shows Earth with light on the side facing the Sun and darkness on the other side.*

SAY: this one

ALT *The picture shows Earth with darkness on the side facing the Sun and light on the other side.*

SAY: this one

ALT *The picture shows darkness on all of Earth.*



10

Part A

POINT TO the pictures showing the star on Earth.

SAY: The star shows California.

READ the item and **POINT TO** the options.

SAY: this one

ALT *The picture shows the Sun with an arrow pointing to Earth. There is a star on the west coast of North America. Earth is straight up with the north pole at the top.*

SAY: this one

ALT *The picture shows the Sun with an arrow pointing to Earth. There is a star on the west coast of North America. The north pole of Earth is tilted toward the Sun.*

SAY: this one

ALT *The picture shows the Sun with an arrow pointing to Earth. There is a star on the west coast of North America. The north pole of Earth is tilted away from the Sun.*

If the student provides only one response (correctly or incorrectly), repeat the prompt for the choice not completed.

Part B

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

— This concludes the second section of this embedded PT. —

Prepare for Orienting Activity 3 before proceeding to the next screen.



Script for Orienting Activity 3

SAY: Now we are going to do a science activity together. Then I will ask you five questions about this science topic.

DO: Show [Graphic 2](#) (image of a boy in a doorway) and [Graphic 3](#) (image of the same boy under a desk) to the student.

ALT *The first picture shows a boy standing in a doorway with his arms spread against the sides.*
The second picture shows a boy under his desk.

SAY: There are many things a person can do to stay safe during an earthquake.

POINT TO Graphic 2.

SAY: This boy is standing in a doorway with his arms spread against the sides.

POINT TO Graphic 3.

SAY: Here the same boy is staying under his desk. Both of these actions can keep a person safe from falling objects and other things during an earthquake.

— This concludes Orienting Activity 3. —

Continue testing on screens 11 through 15, which correspond to on-screen sequence numbers.



Scripts for the Third Set of Practice Test Items

11

POINT TO the pictures.

SAY: These pictures show a town before and after a hurricane.

ALT *The two pictures show a shoreline with a beach. Roads and homes are behind the beach. The homes and roads are flooded in the second picture.*

READ the item and **POINT TO** each option.

SAY: build houses closer to the water

ALT *The picture shows a shoreline with a row of small houses built on the beach.*

SAY: build a seawall to block the water

ALT *The picture shows the shoreline with a seawall built on the beach.*

12

POINT TO the picture.

SAY: This shows a volcano erupting on an island with towns and businesses.

ALT *The picture shows a large volcano erupting on an island with buildings and houses.*

READ the item and **POINT TO** each option.

SAY: make a plan to leave

ALT *The picture shows a family getting on a boat.*

SAY: get closer to watch

ALT *The picture shows a man looking at the volcano with binoculars.*

**13****POINT TO** the graph.**SAY:** This is a line graph showing how the number of people and amount of oil used have changed.

ALT *The line graph is titled “Oil Use and Number of People.” It shows that, from the year 1925 through 2000, oil use and the number of people went up.*

READ the item and **POINT TO** each option as it is read.**14****POINT TO** the pictures.**SAY:** This shows a boat fishing 70 years ago and many boats fishing in the same place today.

ALT *There are two pictures. The first picture is titled “70 years ago.” It shows one fishing boat. The water under the boat is full of fish. The second picture is titled “Today.” It shows many boats fishing in the same place. The water under the boats has only a few fish.*

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



15

POINT TO the pictures.

SAY: The pictures show what happens to the food supply when there are too many animals in an environment.

POINT TO the top picture.

SAY: before

ALT *The top picture shows an area with green grass and bushes. There are many animals in the area.*

POINT TO the bottom picture.

SAY: after

ALT *The bottom picture shows the same area. There is only dirt, no grass, and there are only a few small bushes left. There are only a few animals in the area.*

Part A

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

Part B

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

— You have completed this embedded PT. —

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Appendices

Appendix A: Summary of Materials

This appendix contains a summary of the materials that are necessary for the administration of the orienting activities and certain test items for all students. It may also contain a summary of the materials that may be used to individualize the orienting activities or certain test items. Please note that all test items may be individualized based upon the student's IEP.

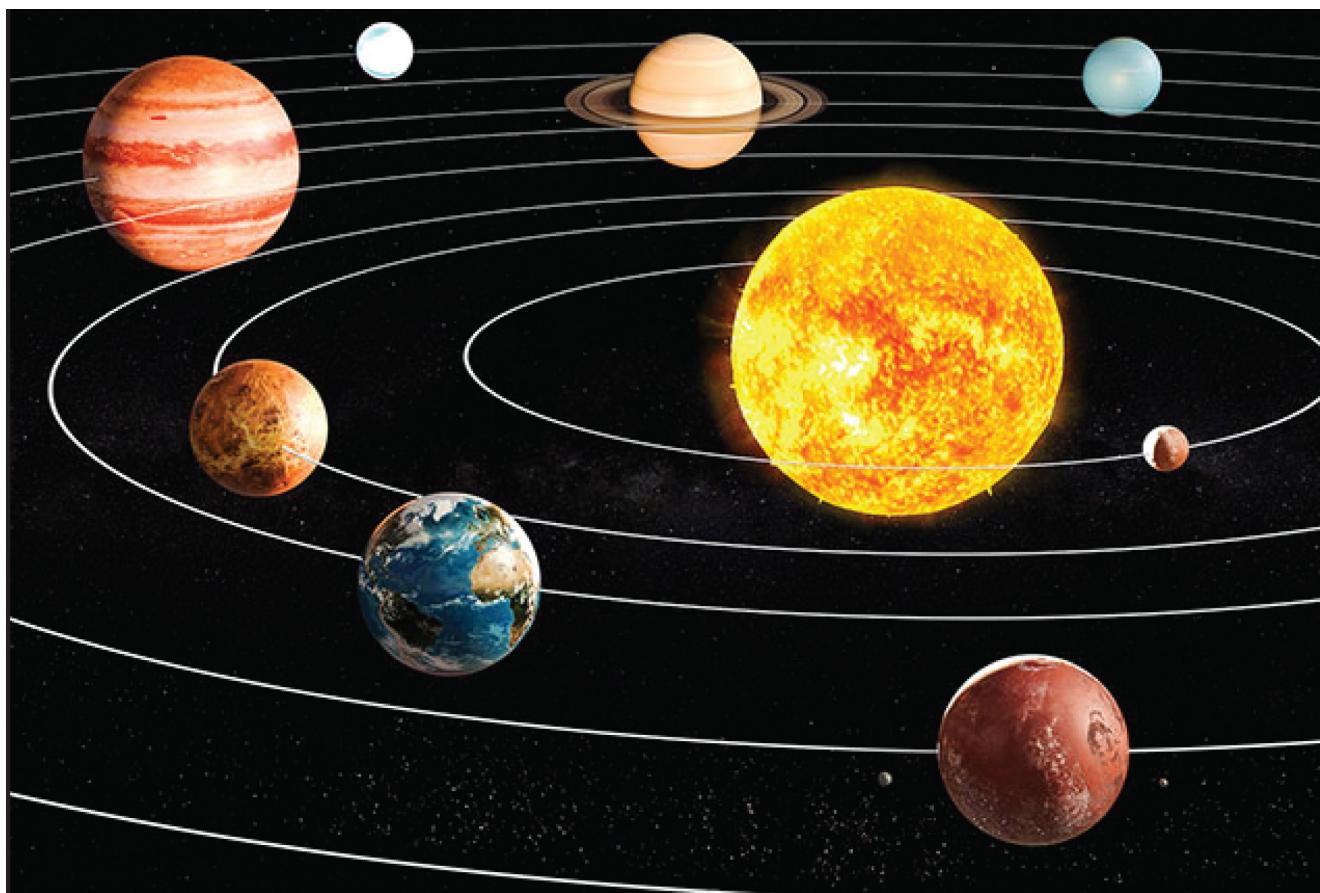
Student Interaction	Page	Exemplar Materials	Optional Materials for Individualization
Orienting Activity 1	8	Video	Toy boat A pan of water
Orienting Activity 2	11	Graphic 1	The test examiner may substitute images used during classroom instruction which show the solar system in place of Graphic 1.
Orienting Activity 3	15	Graphics 2 and 3	None

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Appendices (cont.)

Appendix B: Graphics

Graphic 1



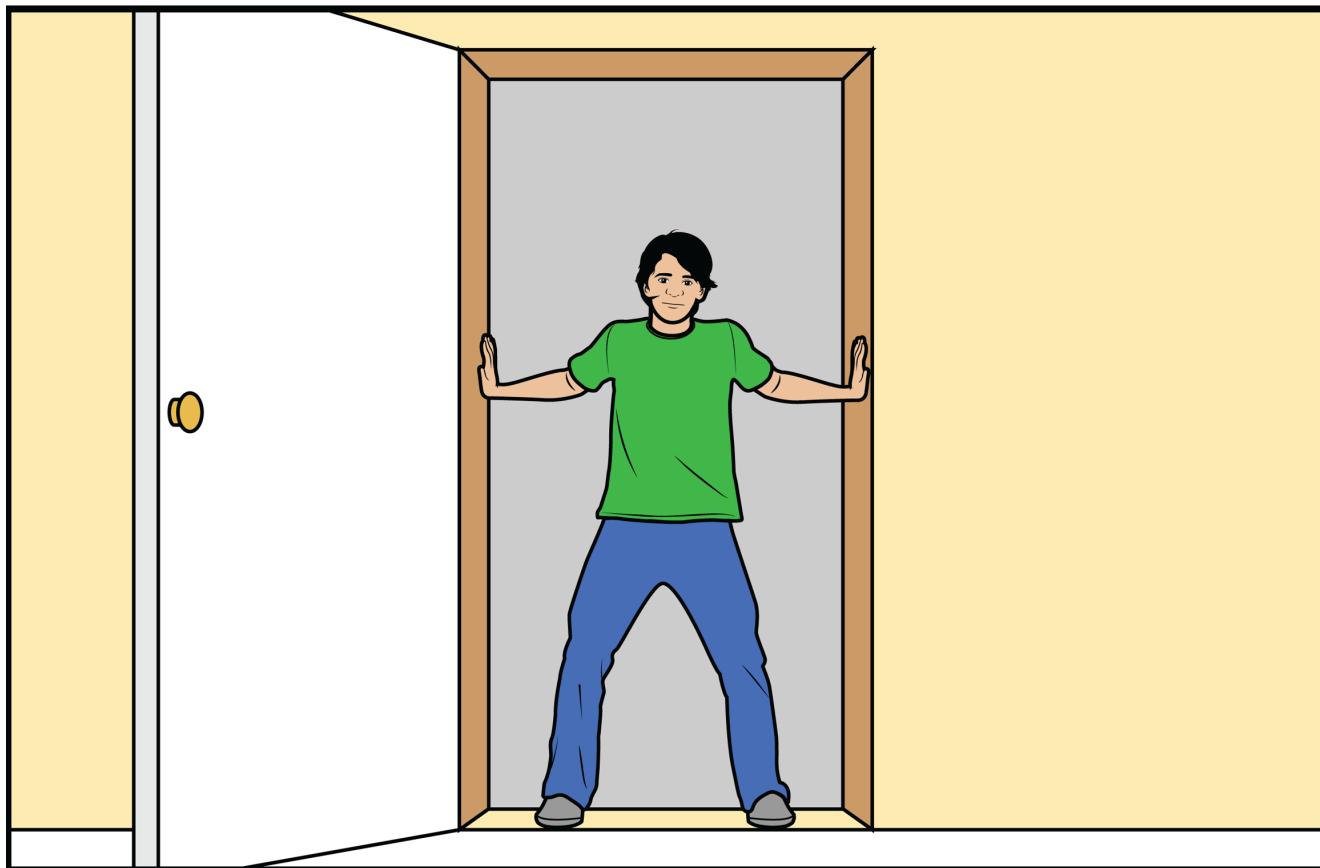
[Return to the script for Graphic 1](#)



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Appendices (cont.)

Graphic 2



[Return to the script for Graphic 2](#)



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Appendices (cont.)

Graphic 3



[Return to the script for Graphic 3](#)



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Appendices (cont.)

Appendix C: Graphics Attributions

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