

California Alternate Assessment

California Assessment of Student
Performance and Progress



Life Sciences Directions for Administration



Grade 8, 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—Life Sciences, Grade Eight 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.

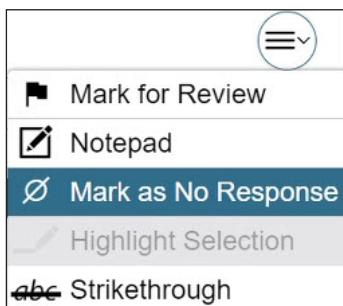
Options for individualization are offered in this *DFA*, and test examiners can always use accommodations and resources to best meet a student's individual needs, as documented in the student's IEP. Please note that all test items may be individualized based upon the student's IEP.

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 observe pictures that show how offspring have a combination of traits from both parent animals.

Orienting Activity 2

The purpose of this activity is for the student to observe a picture that shows how eating food helps an animal grow.

Orienting Activity 3

The purpose of this activity is for the student to observe a picture of a plant cell and identify the cell wall and the cell membrane.

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.

SAY: Not all rabbits look alike.

DO: Show [Graphic 1](#) and [Graphic 2](#) to the student.

POINT TO Graphic 1.

SAY: This is a mother rabbit with white fur and straight ears.

POINT TO Graphic 2.

SAY: This is a father rabbit with gray fur and floppy ears. The mother rabbit and father rabbit have a baby rabbit.

DO: Show [Graphic 3](#) to the student.

POINT TO Graphic 3.

SAY: The baby rabbit has straight ears like its mother and gray fur like its father. Children will often have parts of them that look like one parent and other parts that look like the other parent.

ALT (Graphic 3) *The picture shows a baby rabbit with gray fur and straight ears.*

IND The test examiner can substitute graphics used during classroom instruction.

ALT Use the same verbal prompts as above, substituting descriptions of the individualized pictures for Graphics 1–3.

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



Scripts for the First Set of Practice Test Items

1

POINT TO the top picture.

SAY: This is the parent dog.

ALT *The picture shows a parent dog with brown and white fur and a long tail.*

POINT TO the bottom picture.

SAY: This is a puppy.

ALT *The picture shows a puppy with brown and white fur and a short tail.*

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

SAY: fur

ALT *The picture shows the puppy with an arrow pointing to its fur.*

SAY: tail

ALT *The picture shows the puppy with an arrow pointing to its tail.*

2

POINT TO the top two pictures.

SAY: These are parent plants.

ALT *The picture shows two parent plants with purple flowers. There is a line from the parent plants at the top to a plant at the bottom.*

POINT TO the bottom picture.

SAY: This is the offspring plant.

ALT *The plant at the bottom has white flowers instead of purple flowers. The leaves on all of the plants are the same size.*

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



3

POINT TO the top two guinea pigs.

SAY: These are the mother and father guinea pigs.

ALT *The picture shows a mother guinea pig with long black and white fur and pink eyes.*

The picture shows a father guinea pig with short brown and white fur and black eyes.

POINT TO the bottom picture.

SAY: This is a baby guinea pig.

ALT *The picture shows a baby guinea pig with short black and white fur and pink eyes.*

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

4

POINT TO the pictures.

SAY: This is the father dog.

ALT *The picture shows the father dog. He has black and white fur, stand-up ears, and blue eyes.*

SAY: This is the mother dog.

ALT *The picture shows the mother dog. She has black fur, floppy ears, and brown eyes.*

SAY: This is their puppy.

ALT *The picture shows the puppy. The puppy has black fur, stand-up ears, and brown eyes.*

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

**5**

POINT TO the pictures.

SAY: This is a father mouse.

ALT *The picture shows a father mouse with gray fur, no tail, and black eyes.*

SAY: This is a mother mouse.

ALT *The picture shows a mother mouse with white fur, a long tail, and red eyes.*

SAY: This is Child 1.

ALT *The picture shows child 1 with white fur, a long tail, and red eyes.*

SAY: This is Child 2.

ALT *The picture shows child 2 with gray fur, a long tail, and black eyes.*

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.

— 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.

SAY: Food gives animals the energy they need to grow.

DO: Show [Graphic 4](#) to the student.

SAY: Here we see a kitten eating food and getting bigger every 2 months.

ALT *The picture shows a small kitten that is 2 months old eating food.*

The picture shows that the kitten is bigger when it is 4 months old.

The picture shows that the kitten is the biggest when it is 6 months old.

IND The test examiner may substitute a different example used during classroom instruction of an animal growing from eating food.

— 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 pictures.

SAY: This shows a baby and an adult.

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

7

POINT TO the pictures.

SAY: This shows a puppy and an adult dog.

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

8

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

9

POINT TO the pictures.

SAY: This shows a kitten and a cat.

ALT *The picture shows a kitten eating food from a bowl.*

The picture shows a cat.

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



10

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

ALT *The picture shows three blank boxes with an arrow between each box.*

The picture shows a person's stomach.

The picture shows a person's mouth.

The picture shows a person's throat.

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

SAY: **What goes in the first box?**

What goes in the second box?

What goes in the third box?

— 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

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 5](#) to the student.

SAY: This is a plant cell. Let's look at the different parts of the plant cell.

ALT *The picture shows a plant cell. The cell wall and cell membrane are labeled.*

POINT TO the cell wall.

SAY: This is the cell wall.

POINT TO the cell membrane.

SAY: This is the cell membrane.

IND The test examiner may substitute a picture of a different cell used during classroom instruction for Graphic 5.

ALT *Use the same verbal prompts as above, substituting descriptions of the individualized picture for Graphic 5.*

— 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

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

SAY: this model

ALT *The picture shows an organism with a membrane, ribosomes, and a nucleus.*

SAY: this model

ALT *The picture shows Earth's layers.*

12

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

SAY: this model

ALT *The picture shows the digestive system of a person.*

SAY: this model

ALT *The picture shows an organism with a wall, a membrane, and a nucleus.*

13

POINT TO the picture.

SAY: This is a cell and the cell membrane.

ALT *The picture shows a cell with an arrow pointing to the cell membrane around the edge of the cell.*

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

**14**

POINT TO the pictures.

SAY: This picture shows cells that make muscles.

ALT *The picture shows muscle cells. They look like ovals with lines coming off the ends on top of each other. There is a dot in the center of each oval.*

SAY: This picture shows cells that make skin.

ALT *The picture shows skin cells. They look like rectangles with a dot in the center of each rectangle.*

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

15

POINT TO the picture.

SAY: This shows a group of cells and their cell walls.

ALT *The picture shows a group of cells. An arrow points to the cell wall around the edge of one cell.*

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

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

SAY: What else does the cell wall do?

— You have completed this embedded PT. —

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.

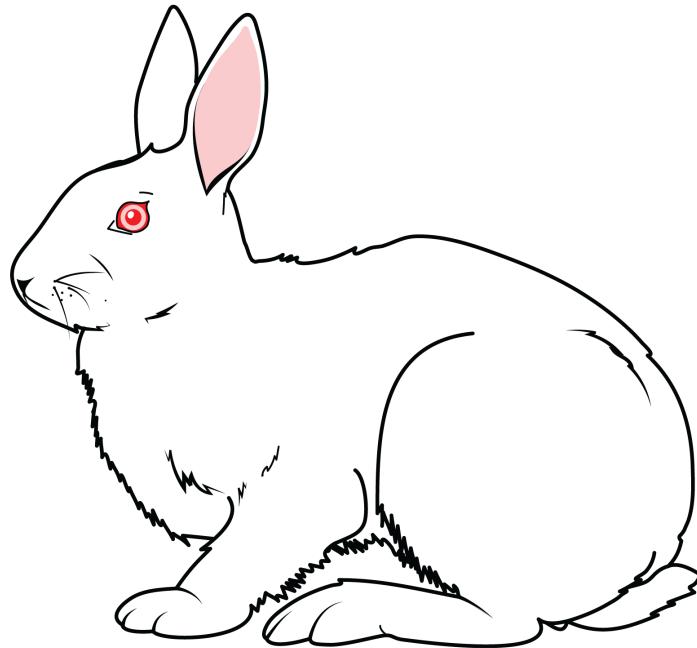
Student Interaction	Page	Exemplar Materials	Optional Materials for Individualization
Orienting Activity 1	8	Graphics 1–3	The test examiner can substitute graphics used during classroom instruction.
Orienting Activity 2	12	Graphic 4	The test examiner may substitute a different example used during classroom instruction of an animal growing from eating food.
Orienting Activity 3	15	Graphic 5	The test examiner may substitute a picture of a different cell used during classroom instruction.

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Appendices (cont.)

Appendix B: Graphics

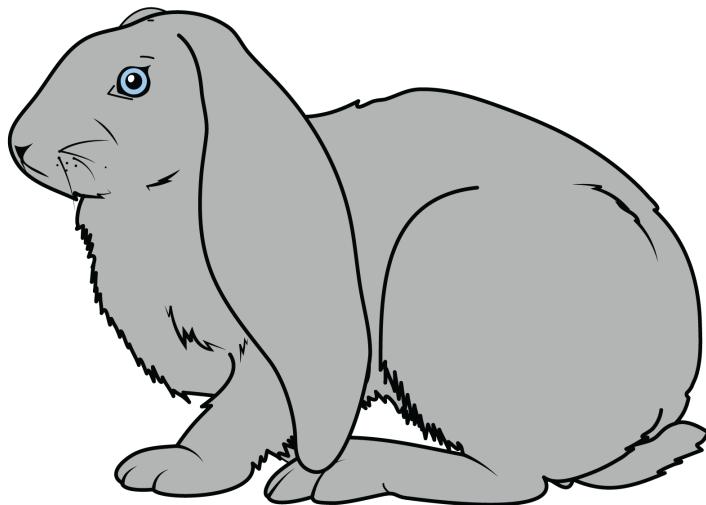
Graphic 1



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



Graphic 2

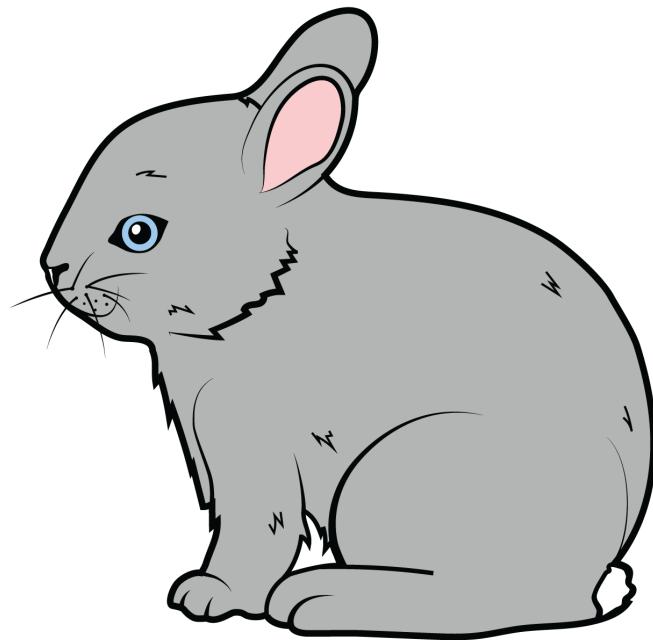


[Return to the script for Graphic 2](#)

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Appendices (cont.)

Graphic 3



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



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Appendices (cont.)

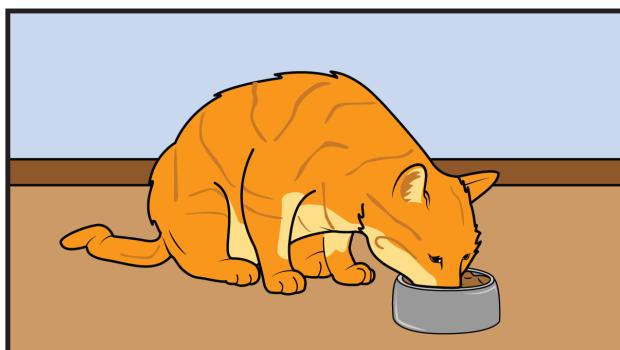
Graphic 4



2 months old



4 months old



6 months old

[Return to the script for Graphic 4](#)

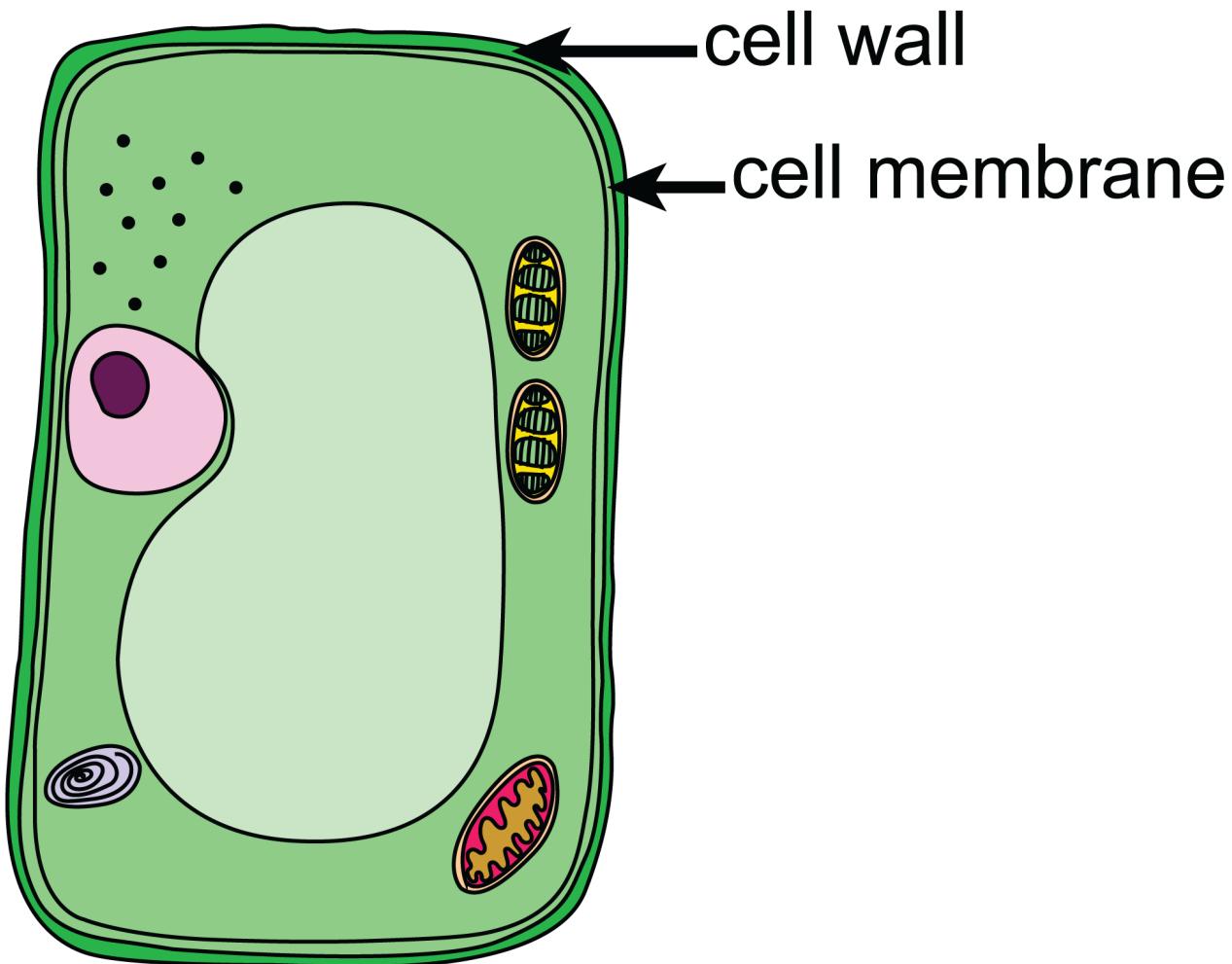


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Appendices (cont.)

Graphic 5

Plant Cell



[Return to the script for Graphic 5](#)



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Appendices (cont.)

Appendix C: Graphics Attributions

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