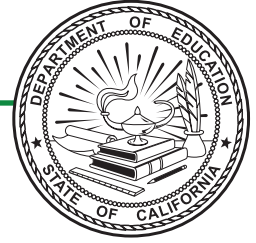


California Alternate Assessment

California Assessment of Student
Performance and Progress



Physical Sciences Directions for Administration



Grade 8, Practice Test 

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—Physical 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 DFA.

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.

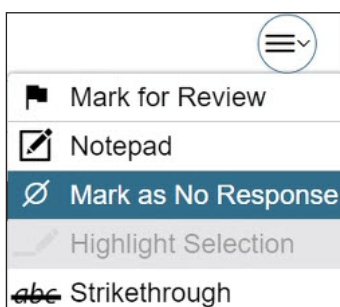
Options for individualization are offered in this *DFA*, and test examiners can always use accommodations and resources to best meet a student's individual needs, as documented in the student's IEP. Please note that all test items may be individualized based upon the student's IEP.

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 (≡) 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-Processes.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 a picture that shows a chemical reaction releasing light energy.

Orienting Activity 2

The purpose of this activity is for the student to watch a video that shows light getting both dimmer and brighter.

Orienting Activity 3

The purpose of this activity is for the student to observe pictures showing that an empty trailer is easier for a truck to move than a trailer loaded with heavy logs.

Begin the Test Administration

Log the student on to the Test Delivery System now.



Script for Orienting Activity 1

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.

SAY: This picture shows a candle with a flame. The chemical reaction of the burning candle gives off light energy from the flame.

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



Scripts for the First Set of Practice Test Items

1

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

SAY: exploding fireworks

ALT *The picture shows exploding fireworks in a dark sky.*

SAY: food coloring in water

ALT *The picture shows a dropper above a glass container adding blue food coloring to water.*

2

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

SAY: ice

stove

3

POINT TO the pictures.

SAY: The temperature in the empty glass container is 70 degrees. When the two powders are mixed together, the temperature changes to 30 degrees.

ALT *The first picture shows an empty glass container with a thermometer reading 70 degrees. The second picture shows a white powder and a blue powder in separate glass containers being poured into the empty glass containers. The third picture shows the clumpy mixture of powders at 30 degrees.*

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



4

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

SAY: mixing liquids

ALT The picture shows two liquids that are 70 degrees being mixed. The mixture turns green and is 60 degrees.

SAY: burning logs

ALT The picture shows logs that are 70 degrees. An arrow points to the logs burning, and they are 1,000 degrees.

SAY: mixing liquid and powder

ALT The picture shows powder being added to liquid that is 70 degrees. The liquid foams up and is 60 degrees.

5

DO: Play the video.

ALT The video begins with a pack that has a picture of a snowflake on it. The temperature of the pack is 70 degrees. Two hands grab the pack and bend it, causing something inside to snap. The pack is then shaken. The temperature of the pack is now 40 degrees.

After the video is played,

SAY: Materials in the pack were mixed together.

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: Light has different features. One feature is brightness.

DO: Play the video. As the video plays,

SAY: There is a person in a brightly lit room. The person turns a knob, and the light gets darker. The person turns the knob again, and the light gets brighter. Light can be brighter or darker.

IND

The test examiner may bring the student into a room with dimmable lights and make the lights dimmer and brighter.

— 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 many lights.

ALT The picture shows four small lights. One is orange, one is green, one is red, and one is blue.

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

7

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

SAY: A

ALT The picture shows a room with a few lit candles.

SAY: B

ALT The picture shows a room with the lights on.

8

DO: Play the video. As the video plays,

SAY: This shows one child talking to another child through two cups and a string.

ALT The video shows one child talking to another child through two cups attached to a string. One child speaks into a cup, and the other child listens through the other cup.

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

**9**

DO: Read the labels on the video, and then play the video.

ALT *The video shows a laser sending a light to a mirror; the light hits the mirror, changes direction, and ends at the finishing point.*

As the video plays,

SAY: This shows a laser.

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.

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

SAY: What other thing will light not go through?

— 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.

SAY: We are going to talk about what makes things move.

DO: Show [Graphic 2](#) and [Graphic 3](#) to the student.

POINT TO Graphic 2.

SAY: This truck is pulling an empty trailer.

ALT The picture shows a truck pulling an empty trailer.

POINT TO Graphic 3.

SAY: This truck is pulling a trailer loaded with heavy logs. The empty trailer will be easier to move.

ALT The picture shows the same truck pulling a trailer filled with logs.

IND Pictures or objects used during instruction may be used. The pictures need to show –

- a light object being moved, such as an empty wheelbarrow.
- a heavy object being moved, such as a wheelbarrow filled with dirt.

Objects may be used only to demonstrate the concept. Students should not manipulate the objects. The objects used need to show –

- the object when it is light and easy to move.
- the same object with added weight that makes it noticeably harder to move.

For example, an empty chair and a chair with books on it can be used.

ALT Use the same verbal prompts as above, substituting descriptions of individualized pictures for Graphic 2 and Graphic 3.

If using objects:

This (insert name of object without added weight) is light and easy to move.

This (insert name of object with added weight) is heavy and harder to move.

— 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

IND

DO: Provide a ball and show it to the student.

SAY: I am going to roll this ball twice, once softly and once harder.

DO: Roll the ball with a small force.

ALT *I rolled the ball with a soft push.*

DO: Stop the ball at the end of the surface and return it to the starting point.

ALT *The ball took a long time to reach the end.*

DO: Then, push the ball again in the same direction with a larger force.

ALT *I rolled the ball with a hard push.*

DO: Stop the ball at the end of the surface.

ALT *The ball reached the end quickly.*

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

IND This activity can be completed with any round object that can roll.

ALT *Use the same verbal prompts as above, substituting the name of the individualized object for the ball.*

12

DO: Play the video.

ALT *[As the video plays] The video shows a bowling pin standing on a floor. A small, white ball rolls into the bowling pin. The white ball bounces off of the bowling pin and rolls away. The bowling pin does not move. Then, a basketball rolls into the bowling pin. The basketball bounces off the bowling pin and rolls away. The bowling pin moves back and forth.*

After the video has played, **READ** the item and **POINT TO** each option as it is read.



13

DO: Play the video and **READ** the text on the screen.

ALT [As the video plays] *The video shows a white ball rolled toward a red ball. The first time, the white ball rolls slowly into the red ball and hits it. The white ball stops, and the red ball slowly rolls away. The second time, the white ball rolls faster into the red ball and hits it. The white ball stops, and the red ball quickly rolls away.*

After the video has played, **READ** the item and **POINT TO** each option as it is read.

14

POINT TO the pictures.

SAY: The first picture shows one person pushing a car. The second picture shows four people pushing a car.

READ the item while **POINTING TO** the two cars.

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

15

POINT TO the picture.

SAY: This picture shows a person hitting a ball with a bat.

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

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

SAY: What else will make the ball go farther?

— 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.

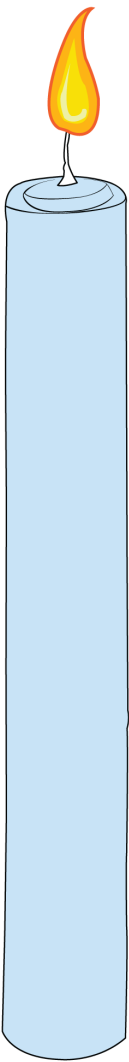
Student Interaction	Page	Exemplar Materials	Optional Materials for Individualization
Orienting Activity 1	8	Graphic 1	None
Orienting Activity 2	11	Video	The test examiner may bring the student into a room with dimmable lights and make the lights dimmer and brighter.
Orienting Activity 3	14	Graphics 2 and 3	The test examiner may use pictures or objects used during classroom instruction. The pictures need to show a light object being moved and a heavy object being moved. If objects are used, the student should not manipulate the objects. The object needs to show when it is light, it is easy to move, and when the same object has weight added, it is harder to move.
No. 11	15	A ball	The test examiner can use any round object that can roll to complete this activity.

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Appendices (cont.)

Appendix B: Graphics

Graphic 1



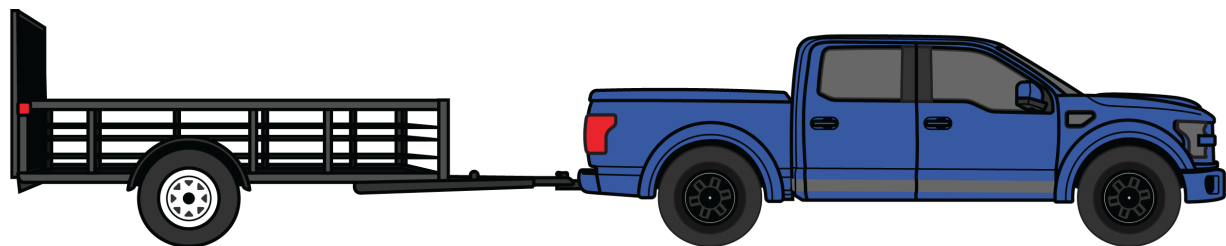
[Return to the script for Graphic 1](#)

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Appendices (cont.)

Graphic 2



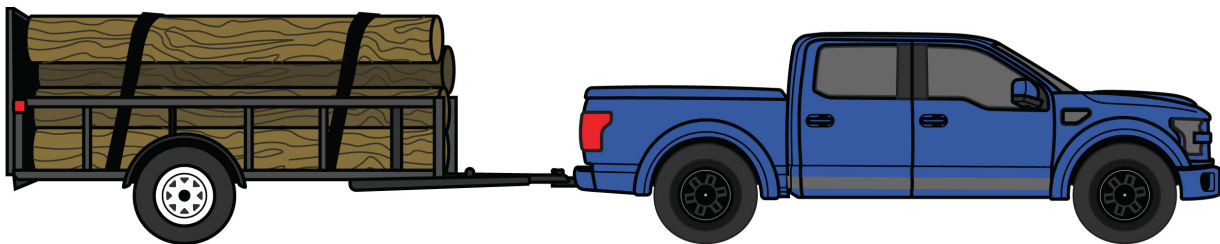
[Return to the script for Graphic 2](#)

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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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