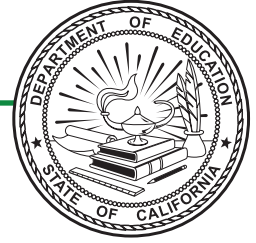


California Alternate Assessment

California Assessment of Student
Performance and Progress



Earth and Space 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—Earth and Space 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.

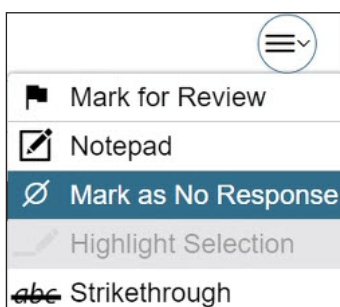
Options for individualization are offered in this *DFA*, and test examiners can always use accommodations and resources to best meet a student's individual needs, as documented in the student's IEP. Please note that all test items may be individualized based upon the student's IEP.

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 pictures of materials found on and under Earth's surface that are used to meet human needs.

Orienting Activity 2

The purpose of this activity is for the student to watch a video that shows a volcano erupting and understand that people can normally predict and prepare for volcanic eruptions.

Orienting Activity 3

The purpose of this activity is for the student to watch a video that shows ice in a glass forming drops of water on the glass to demonstrate how clouds form in the sky.

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: The Earth provides us many things. Some are under the surface and some are on the surface.

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

SAY: This picture shows a person panning for gold. Gold comes from underground.

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

SAY: This picture shows a person growing tomatoes in a garden. The soil on the surface is an important Earth material that we use to grow food.

IND The test examiner can use pictures from instruction in place of Graphic 1 and Graphic 2.

ALT Use the same verbal prompts as above substituting descriptions of the individualized pictures for Graphic 1 and Graphic 2.

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



Scripts for the First Set of Practice Test Items

1

POINT TO the picture.

SAY: This shows soil and rock layers.

ALT *The picture shows a cross section of land. The land is made up of a layer of brown soil above a layer of gray rock.*

POINT TO the symbols in the key.

SAY: This means soil.

ALT *In the picture, soil is brown.*

SAY: This means rock.

ALT *In the picture, rock is gray.*

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

2

DO: Play the video. As the video plays,

SAY: This video shows air moving across a field and picking up dirt.

ALT *[As the video plays] The video shows a field. The air starts moving across the field, picks up dirt, and blows it away.*

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

3

DO: Play the video. As the video plays,

SAY: This video shows the effect moving water has on materials.

ALT *The video shows a clear jar filled halfway with water. An inch of dirt is added, followed by an inch of sand, which is followed by an inch of gravel. The jar is then shaken up, and the contents are combined. After the jar is shaken, the gravel goes to the bottom with some of the sand and dirt. Some of the sand and dirt stay mixed in with the water.*

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



4

POINT TO the picture.

SAY: This shows a landscape.

ALT *The picture shows a field. The Sun and clear skies are on the left. There are clouds on the right.*

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

5

POINT TO the picture.

SAY: This shows air moving over the land.

ALT *The picture shows the Sun above clouds on the left and clear skies on the right. An arrow labeled “cool air” points down from the clouds. An arrow labeled “warm air” points up from the sunlit ground. An arrow labeled “wind” points from the cool land toward the warm land.*

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

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: Here a volcano is erupting. People normally have time to get to safety when a volcano erupts because there are warning signs before it happens.

ALT *The video shows an island. On one side of the island is an erupting volcano with smoke and lava coming out of the top. There is a town on the other side of the island.*

— 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

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

ALT *The picture shows a person holding an umbrella in heavy rain.*

ALT *The picture shows a cracked street.*

7

POINT TO the picture.

SAY: This shows an ocean flood.

ALT *The picture shows a city about to be covered in water from a big wave.*

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



8

POINT TO the map.

SAY: This shows the chance of landslides in three states.

ALT The map is titled “Landslides of Western States.” The key shows low chance as green, moderate chance as yellow, and high chance as orange. The map shows that California has a long strip of orange along the coast of the state, Nevada has a few yellow spots, and Arizona has a green area in the lower part of the state.

POINT TO the green symbol in the key and then the corresponding part of the map.

SAY: Green shows a low chance of landslides.

POINT TO the yellow symbol in the key and then the corresponding part of the map.

SAY: Yellow shows a moderate chance of landslides.

POINT TO the orange symbol in the key and then the corresponding part of the map.

SAY: Orange shows a high chance of landslides.

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

ALT Arizona has a green area in the lower part of the state.

ALT Nevada has a few yellow spots.

ALT California has a long strip of orange along the coast of the state.

9

POINT TO the graph.

SAY: This graph shows the average number of lightning strikes per year in three states.

POINT TO each bar on the graph.

SAY: South Carolina has about a half million lightning strikes a year, Texas has about three million lightning strikes a year, and Kansas has about one million lightning strikes a year.

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



10

POINT TO the map.

SAY: This shows the chance of volcano eruptions in three states.

ALT The map is titled “Chance of Volcano Eruptions.” The key shows low chance as a yellow triangle, moderate chance as an orange triangle, and high chance as a red triangle. Washington has a red triangle, Wyoming has an orange triangle, and California has a yellow triangle.

POINT TO the yellow triangle in the key and then the corresponding part of the map.

SAY: Yellow shows a low chance of volcano eruptions.

POINT TO the orange triangle in the key and then the corresponding part of the map.

SAY: Orange shows a moderate chance of volcano eruptions.

POINT TO the red triangle in the key and then the corresponding part of the map.

SAY: Red shows a high chance of volcano eruptions.

Part A

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

ALT California has a yellow triangle.

ALT Wyoming has an orange triangle.

ALT Washington has a red triangle.

Part B

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

SAY: The picture shows the key for low chance with the yellow triangle.

The picture shows the key for moderate chance with the orange triangle.

The picture shows the key for high chance with the red triangle.

— 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.

SAY: We are going to learn about the weather.

DO: Play the video. As the video plays,

SAY: This video shows a glass of water and ice cubes. Water drops begin to form on the glass as it fogs up. This is how clouds form in the sky.

— 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 two different kinds of weather in two parks.

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

SAY: white flakes falling from the sky

water drops falling from the sky

12

POINT TO the pictures.

SAY: These pictures show what the weather will be like for Tuesday in two different cities.

ALT *The pictures show the weather for Tuesday in two cities. The weather for the first city is cloudy and 53 degrees Fahrenheit. The weather for the second city is sunny and 97 degrees Fahrenheit.*

POINT TO and **READ** the temperature in each picture.

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

13

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

SAY: City A is 70 degrees and City B is 70 degrees.

City A is 20 degrees and City B is 90 degrees.

City A is 90 degrees and City B is 10 degrees.

**14**

POINT TO the picture.

SAY: This shows a map of California.

POINT TO the compass rose.

SAY: This shows North, South, East, and West.

POINT TO the key.

SAY: The key shows that the red line with half circles is warm and humid air and the blue line with triangles is cool and humid air.

POINT TO the map of California.

SAY: The red line with half circles starts in the water in the south and moves into California. The blue line with triangles starts in the water in the north and moves into California.

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

15

POINT TO the picture.

SAY: This picture shows a desert.

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

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

SAY: Which other words describe a sunny summer day in the desert?

— 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.

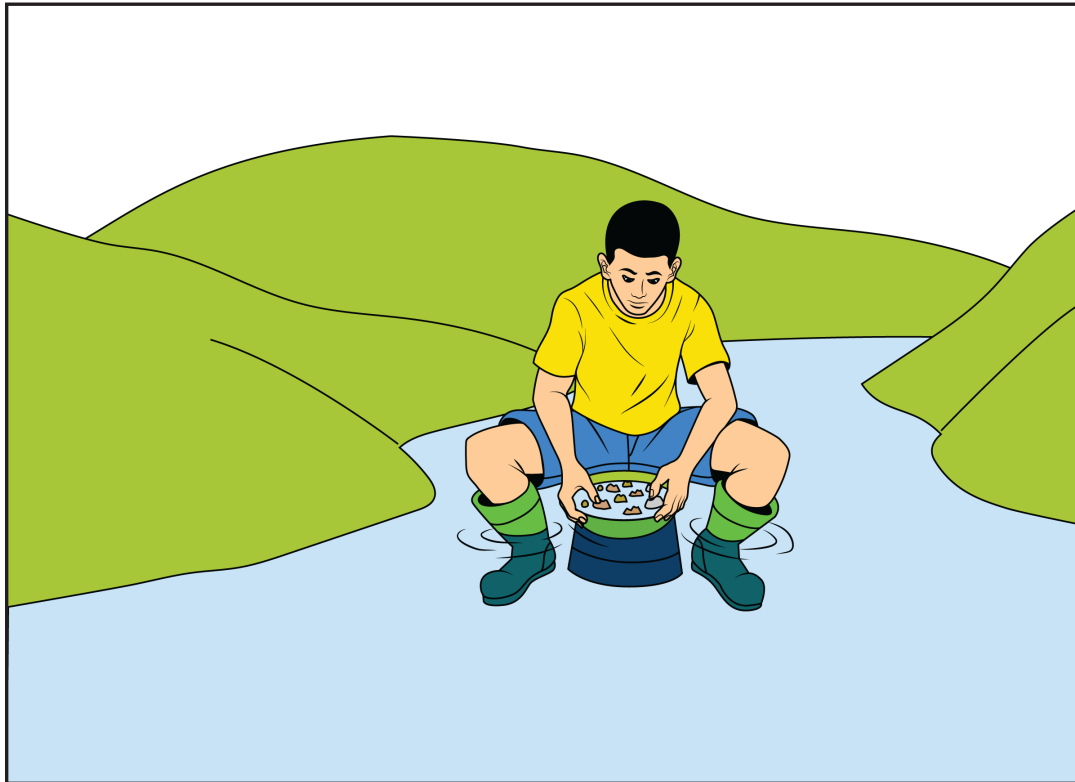
Student Interaction	Page	Exemplar Materials	Optional Materials for Individualization
Orienting Activity 1	8	Graphic 1 and Graphic 2.	The test examiner can use pictures from instruction in place of Graphic 1 and Graphic 2.
Orienting Activity 2	11	Video	None
Orienting Activity 3	15	Video	None

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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.)

Appendix C: Graphics Attributions

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