California Alternate Assessment

California Assessment of Student Performance and Progress

Practice Test Scoring Guide

Life Sciences Grade Five

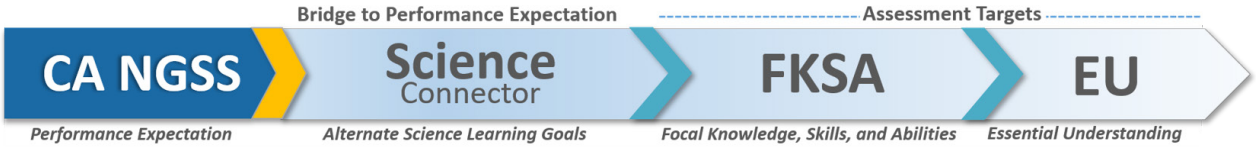
Table of Contents

Practice Test Scoring Guide

Assessed Standards

The California Alternate Assessment (CAA) for Science measures the Science Core Content Connectors (Science Connectors) and is administered to students with the most significant cognitive disabilities in grades five and eight and once in high school (that is, grade ten, eleven, or twelve). The Science Connectors are derived from the California Next Generation Science Standards (CA NGSS) performance expectations (PEs). They provide alternate standards to guide science instruction and assessment for students with the most significant cognitive disabilities. The PEs that the assessed Science Connectors are derived from can be found in the CAA for Science blueprint document at https://www.cde.ca.gov/ta/tg/ca/documents/caascienceblueprint.docx.

These Science Connectors are further broken down into assessment targets. The assessment targets are comprised of the focal knowledge, skills, and abilities (FKSAs), which describe what students should know and be able to do in science; at the simplest level, the essential understandings (EUs) are the basic scientific concepts that students should understand. This is presented as a continuum in the figure that follows.



Practice Test Scoring Guide (cont.)

This practice test is intended to assess Science Connectors 4-LS1-1, 5-LS2-1, and 3-LS3-1.

4-LS1-1 From Molecules to Organisms: Structures and Processes

Match internal and external structures of plants and animals (e.g., thorns, stems, roots, heart, stomach, lung, brain) to functions that support growth, survival, behavior, and reproduction of organisms.

Table 1. 4-LS1-1, FKSA and EU

Assessment Target	Definition	Students Will Be Able To…
FKSA	• Ability to match external structures of a plant to functions that support growth, reproduction or survival of organisms. (FKSA 1) • Ability to match internal structures of an animal to functions that support growth, survival or behavior of organisms. (FKSA 2) • Ability to match external structures of an animal to functions that support growth, survival or behavior of organisms. (FKSA 3)	• Match an internal structure of an animal to its primary function in survival, growth, or behavior • Match an external structure of an animal to its primary function in survival, growth, or behavior • Identify how the function of an external structure of an animal supports survival, growth, or behavior • Match an external structure of a plant to its primary function in survival, growth, or reproduction • Identify how the function of an external structure of a plant supports survival, growth, or reproduction
EU	• Match an external structure of an animal to its primary function (body parts; fingers to grasp, nose to smell/breathe).	• Match a common external animal structure to its primary function

Practice Test Scoring Guide (cont.)

5-LS2-1 Ecosystems: Interactions, Energy, and Dynamics

Identify a model that shows the movement of matter (e.g., plant growth, eating, composting) through living things.

Table 2. 5-LS2-1, FKSA and EU

Assessment Target	Definition	Students Will Be Able To…
FKSA	• Ability to identify a model that shows the movement of matter (e.g., plant growth, eating, composting) through living things. (FKSA 1)	• Identify the order in which a plant and an animal should be placed in a food chain • Identify the direction matter, or energy, flows in a simple pyramid • Recognize that water, air, and light are needed for plant growth • Identify the location of decomposers in a food chain, food web, or simple pyramid
EU	• Identify that an animal needs the plant in a food chain or food web and that the food chain or food web has two main parts: producer and consumer.	• Identify which animal consumes another in a food chain or food web • Identify a plant or an animal that is consumed by an animal in a food chain or food web

Practice Test Scoring Guide (cont.)

3-LS3-1 Heredity: Inheritance and Variation of Traits

Based on data through observation, identify similarities in the traits of a parent and the traits of an offspring and variations in similar traits in a grouping of similar organisms.

Table 3. 3-LS3-1, FKSA and EU

Assessment Target	Definition	Students Will Be Able To…
FKSA	• Ability to identify similarities in the traits of a parent and the traits of an offspring (e.g., tall plants typically have tall offspring). (FKSA 1)	• Identify probable offspring from two parents based on physical traits • Identify the two parents of an offspring based on physical traits • Identify an animal that has a trait different from that of a sibling
EU	• Identify variations in similar traits in a grouping of similar organisms (e.g., dogs come in many shapes and sizes, siblings look alike and different).	• Select a physical trait that is similar between an offspring and its parents

Practice Test Scoring Guide (cont.)

Introduction to Practice Test Scoring Guide

The CAA for Science Practice Test Scoring Guide provides details about the items, assessment targets, correct responses, and related scoring considerations for the CAA for Science practice test items. The items selected for the practice test are designed to reflect the student experience while being administered the CAA for Science. This includes

- a range of student response types, and
- a breadth of difficulty levels across the items, ranging from easier to more difficult items.

It is important to note that not all student response types are fully represented on every practice test, but a distribution can be observed across all the practice tests. The items presented are reflective of refinements and adjustments to language based on pilot test results and expert recommendations from both content and accessibility perspectives.

Scoring guides should be used alongside the online practice tests, which can be accessed at the Practice and Training Tests web page.

The following information is presented in a metadata table for each item in the practice test.

Item: This is the number that corresponds to the test question as it appears in the practice test.

Key: This represents the correct answer(s) to the item and includes the score point value for the item and its parts. Items are worth either one or two points.

Science Connector: This references the alternate achievement standard linked to a CA NGSS performance expectation.

Assessment Target: This references the FKSA or EU that an item is assessing.

All items in a practice test are designed to be administered in conjunction with their corresponding *Directions for Administration* (*DFA*). In addition, each practice test contains a nongraded Orienting Activity before each set of items. Please be sure to present the Orienting Activity for each Science Connector to the student before moving on to the items. For more information regarding Orienting Activities, please refer to the *CAA for Science: Practice Test DFA—Life Sciences, Grade Five*.

Grade Five Life Sciences Practice Test Items

Item	Key	Science Connector	Assessment Target
1	A (1 point)	4-LS1-1	EU: Match an external structure of an animal to its primary function (body parts; fingers to grasp, nose to smell/ breathe).
2	A (1 point)	4-LS1-1	EU: Match an external structure of an animal to its primary function (body parts; fingers to grasp, nose to smell/ breathe).
3	B (1 point)	4-LS1-1	FKSA 3: Ability to match external structures of an animal to functions that support growth, survival or behavior of organisms.
4	C (1 point)	4-LS1-1	FKSA 1: Ability to match external structures of a plant to functions that support growth, reproduction or survival of organisms.
5	**Part A:** A (1 point) **Part B:** B (1 point)	4-LS1-1	FKSA 2: Ability to match internal structures of an animal to functions that support growth, survival or behavior of organisms.
6	B (1 point)	5-LS2-1	EU: Identify that an animal needs the plant in a food chain or food web and that the food chain or food web has two main parts: producer and consumer.
7	A (1 point)	5-LS2-1	EU: Identify that an animal needs the plant in a food chain or food web and that the food chain or food web has two main parts: producer and consumer.
8	C (1 point)	5-LS2-1	FKSA 1: Ability to identify a model that shows the movement of matter (e.g., plant growth, eating, composting) through living things.
9	mouse (1 point)	5-LS2-1	FKSA 1: Ability to identify a model that shows the movement of matter (e.g., plant growth, eating, composting) through living things.

Item	Key	Science Connector	Assessment Target
10	**First box:** plant **Second box:** bird **Third box:** bear (2 points) The student matches all three correct responses. (1 point) The student matches one or two of the correct responses, but not all three.	5-LS2-1	FKSA 1: Ability to identify a model that shows the movement of matter (e.g., plant growth, eating, composting) through living things.
11	B (1 point)	3-LS3-1	EU: Identify variations in similar traits in a grouping of similar organisms (e.g., dogs come in many shapes and sizes, siblings look alike and different).
12	A (1 point)	3-LS3-1	EU: Identify variations in similar traits in a grouping of similar organisms (e.g., dogs come in many shapes and sizes, siblings look alike and different).
13	A (1 point)	3-LS3-1	FKSA 1: Ability to identify similarities in the traits of a parent and the traits of an offspring (e.g., tall plants typically have tall offspring).
14	C (1 point)	3-LS3-1	FKSA 1: Ability to identify similarities in the traits of a parent and the traits of an offspring (e.g., tall plants typically have tall offspring).
15	**Part A:** B (1 point) **Part B:** C (1 point)	3-LS3-1	FKSA 1: Ability to identify similarities in the traits of a parent and the traits of an offspring (e.g., tall plants typically have tall offspring).