

California Alternate Assessment

California Assessment of Student
Performance and Progress



Physical Sciences Directions for Administration



Grade 5, 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](#).

Table of Contents

Directions for Administration	1
About the Practice Test <i>Directions for Administration (DFA)</i>	1
Helpful Links	1
Using the Practice Test <i>DFA</i>	2
Alternative Text for a Student with Visual Impairments	2
Optional Individualization	3
Student Responses	3
Videos	3
Student Engagement and PT Completion	4
Selecting the “Mark as No Response” Option	5
“Mark as No Response” Option Versus Next	5
Resources Listed in the Practice Test <i>DFA</i>	6
Administering the Science Practice Test	7
Preparation for the Orienting Activities	7
Orienting Activity 1	7
Orienting Activity 2	7
Orienting Activity 3	7
Begin the Test Administration	7
Script for Orienting Activity 1	8
Scripts for the First Set of Practice Test Items	9
Script for Orienting Activity 2	11
Scripts for the Second Set of Practice Test Items	12
Script for Orienting Activity 3	14
Scripts for the Third Set of Practice Test Items	15
Appendices	18
Appendix A: Summary of Materials	18
Appendix B: Graphics	20
Appendix C: Graphics Attributions	22

This page is intentionally left blank.

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 Five 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.

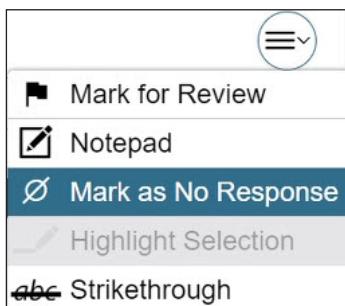
Options for individualization are offered in this *DFA*, and test examiners can always use accommodations and resources to best meet a student's individual needs, as documented in the student's IEP. Please note that all test items may be individualized based upon the student's IEP.

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 light is necessary for a person to be able to see objects.

Orienting Activity 2

The purpose of this activity is for the student to watch a video that shows a substance changing from a solid state of matter to a liquid state of matter.

Orienting Activity 3

The purpose of this activity is for the student to observe that a table has different properties.

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: The video shows a person walking into a dark room. Very little can be seen. A hand turns on a light switch. A bedroom can now be seen.

IND The test examiner may take the student into a dark room and then turn on the lights.

ALT *We are walking into a dark room.*

I am turning on the lights.

Now we can see what is in the room.

— 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: The picture shows what you can see when the light is on in the room.

ALT *The picture shows a ball on a chair in a room.*

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

SAY: A

ALT *The picture shows a ball on a chair in a room.*

SAY: B

ALT *The picture shows a ball on a chair in a dark room.*

2

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

SAY: a flashlight

a cup

3

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

SAY: A

ALT *The picture shows a flashlight, an apple, and an eye. There is an arrow pointing from the flashlight to the apple and an arrow pointing from the apple to the eye.*

SAY: B

ALT *The picture shows a flashlight, an eye, and an apple. There is an arrow pointing from the flashlight to the eye and an arrow pointing from the eye to the apple.*

SAY: C

ALT *The picture shows an apple, a flashlight, and an eye. There is an arrow pointing from the apple to the flashlight and an arrow pointing from the flashlight to the eye.*



4

READ the item.

ALT *The picture shows a blank box with an arrow pointing to another blank box and an arrow from that box to an eye.*

POINT TO the options.**SAY:** chair

Sun

If the student drags only one graphic (correctly or incorrectly),

SAY: Where should the other picture go?

5

READ the item.

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

POINT TO the options.**SAY:** eye

flashlight

flower

If the student drags only one graphic (correctly or incorrectly),

SAY: Where should the other pictures go?

— 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: Play the video. As the video plays,

SAY: The video shows a person dropping butter into a pot on the stove. The heat causes the butter to melt. The butter changes from a solid to a liquid, but it is still butter.

IND The test examiner may melt butter in a microwave or on a stove. The test examiner should describe the process using the same text as above.

— 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** the options.

SAY: A

ALT *The picture shows melted chocolate.*

SAY: B

ALT *The picture shows a chocolate bar.*

7

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

SAY: A

ALT *The picture shows a new candle.*

SAY: B

ALT *The picture shows a puddle of wax with a wick in the middle.*

8

POINT TO the picture.

SAY: This picture shows cheese before and after the cheese melts.

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

9

POINT TO the picture.

SAY: This picture shows a glass of orange juice before and after freezing. The frozen orange juice weighs 8 ounces.

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



10

POINT TO the picture.

SAY: This picture shows a glass of water that weighs 6 ounces.

Part A

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

SAY: A

ALT *The picture shows water spilled out of a glass.*

SAY: B

ALT *The picture shows ice in the shape of a glass.*

SAY: C

ALT *The picture shows a glass of water.*

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

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.

SAY: This is a table. The table has different properties. It is hard. Its color is brown. It feels smooth.

IND DO: Point to a table or desk in the classroom.

SAY: This is a [insert name of object]. The [name of object] has different properties. It is hard. Its color is [insert color of object]. It feels smooth.

— 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 picture.

SAY: This picture shows a blanket.

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

SAY: pillow

toy truck

12

POINT TO the picture.

SAY: This picture shows a metal key.

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

SAY: rabbit

spoon

13

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

SAY: sugar

ALT *The first picture shows a packet of sugar stirred with a spoon in a glass of water. The second picture shows a spoon in a glass of water.*

SAY: marble

ALT *The first picture shows a marble stirred with a spoon in a glass of water. The second picture shows a marble and a spoon in a glass of water.*

SAY: rock

ALT *The first picture shows a rock stirred with a spoon in a glass of water. The second picture shows a rock and a spoon in a glass of water.*

**14**

SAY: Now we will watch a video. Then I will ask you a question.

SAY: Watch the video.

DO: Play the video.

ALT [As the video plays] *The video shows a magnet pushed toward a paper clip. The paper clip moves toward the magnet and sticks to it. The magnet is moved toward a wooden block. The block does not move. The magnet is moved toward an eraser. The eraser does not move.*

After the video has played, **READ** the item and **POINT TO** each option.

SAY: eraser

paper clip

wooden block

15

READ the item, then **POINT TO** and **READ** the objects. After each object is read, **POINT TO** and **READ** the chart headings “Blue” and “Soft.”

SAY: pillow

ALT *The picture shows a red pillow.*

SAY: spoon

ALT *The picture shows a blue spoon.*

SAY: marker

ALT *The picture shows a blue marker.*

SAY: feather

ALT *The picture shows a red feather.*

— You have completed this embedded PT. —

This page is intentionally left blank.

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	The test examiner may take the student into a dark room and then turn on the lights.
Orienting Activity 2	11	Video	Butter Bowl Microwave or stove
Orienting Activity 3	14	Graphic 1	The test examiner may point to a table or desk in the classroom and state its physical properties in place of Graphic 1.

This page is intentionally left blank.

Appendices (cont.)

Appendix B: Graphics

Graphic 1



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



This page is intentionally left blank.

Appendices (cont.)

Appendix C: Graphics Attributions

- © iStock.com/, © iStock.com/ALEAIMAGE, © iStock.com/alejomiranda,
- © iStock.com/alekseytemmer, © iStock.com/AndreyPopov, © iStock.com/Antagain,
- © iStock.com/aodaodaod, © iStock.com/arlindo71, © iStock.com/arousa,
- © iStock.com/benedek, © iStock.com/CreativeNature_nl, © iStock.com/DenKuvaiev,
- © iStock.com/Dewin ' Indew, © iStock.com/Eriklam, © iStock.com/GlobalP,
- © iStock.com/jirkaejc, © iStock.com/keyci13, © iStock.com/Lemon_tm,
- © iStock.com/leonello, © iStock.com/lizcen, © iStock.com/LyndaPitts,
- © iStock.com/Magu Directors, © iStock.com/MarcelC, © iStock.com/mason01,
- © iStock.com/PavelHlystov, © iStock.com/Phonix_a, © iStock.com/S847,
- © iStock.com/sara_winter, © iStock.com/Silense, © iStock.com/Sinan Kocaslan,
- © iStock.com/sodar99, © iStock.com/Solange_Z, © iStock.com/Sophie_James,
- © iStock.com/StevanZZ, © iStock.com/suiwuya, © iStock.com/TeamDAF,
- © iStock.com/ttretjak, © iStock.com/tunart, © iStock.com/vauvau,
- © iStock.com/VioletaStoimenova, © iStock.com/Zdyma4, © Mark Norton/Dreamstime.com