

California Alternate Assessment

California Assessment of Student
Performance and Progress



Science Directions for Administration



Training Test



CAA for Science Administration Notes

Beginning with the 2022–23 administration, the information on preparing for administration of the test that was previously found at the beginning of the *Directions for Administration (DFA)* has been removed and placed into a new, separate document. The new document, *Preparing for Administration (PFA)*, can be found in the [Moodle Training Site](#) located at <https://moodle.caaspp-elpac.org>, the [CAASPP](#) website located at <https://www.caaspp.org>, and within the Test Operations Management System (TOMS) that can be accessed through the CAASPP website.

For questions regarding the CAA for Science or other CAASPP assessments:

- Parents/Guardians should contact their child’s teacher.
- Test examiners and other school personnel should contact their LEA CAASPP coordinator.
- LEA CAASPP coordinators should contact their LEA Success Agent, preferably by email. Refer to the [LEA Success Agent](#) web page located at <https://ca-toms-help.ets.org/contact/lea-success-agents/> to look up the name and contact information for the LEA’s assigned representative or the [California Outreach](#) web page located at <https://ca-toms-help.ets.org/contact> for all support options.
- For more information on all aspects of the CAAs, including test security, item types, and guidelines, refer to the *Online Test Administration Manual for CAASPP Testing*, which is linked on the [CAASPP Manuals and Instructions](#) web page located at <https://www.caaspp.org/administration/instructions/index.html>.

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Directions for Administration

About the Training Test *Directions for Administration (DFA)*

This *DFA* document contains information needed by test examiners to prepare for and administer the online California Alternate Assessment (CAA) for Science training test. The purpose of the CAA for Science training test is to familiarize students and test examiners with the testing interface, item types, and accessibility resources. This *DFA* contains specific information about the training test, including

- orienting activities and graphics for the orienting activities,
- the associated script for the online test questions, referred to as test items, and
- a complete list of materials needed for the administration of the training test and suggestions for individualization, if needed.

Training tests can be administered in one of two ways, either

- using a standard supported web browser to access the training tests directly, without use of the Test Administrator Interface or secure browser, by using a guest session; or
- using the same procedures as the operational tests, with the Test Administrator Interface, secure browser, and individual student logon information.

Testing Checklist

This *DFA* contains directions and scripts to guide the test examiner in administering this CAA for Science training test. Prior to administering the training test, ensure the following steps have been completed:

- Review the *PFA* document, which includes:
 - general information needed to prepare for administering the training test,
 - information about options for individualization,
 - a guide to using the *DFA* icons and symbols, and
 - a section with Helpful Links.
- Prepare necessary test materials, including graphics and manipulatives, as identified in [appendix A](#) and [appendix B](#) of this document.
- Refer to [How to Start a CAA Practice Test - CAASPP](#) web document located at <https://www.cde.ca.gov/ta/tg/ca/documents/caaqrgpractice.pdf>.

Directions for Administration (cont.)

Using the DFA

This *DFA* contains the script for administration of the CAA for Science Training Test. Keywords, symbols, and instructions for test examiners are as follows:

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> .

Administering the Science Test



Preparation for the Orienting Activities

As stated in the Training Test *PFA* document, each test contains two orienting activities, one for the first five items and one for the second five 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 training test.

Orienting Activity 1

The purpose of this activity is for the student to watch a video that shows a larger object colliding with a smaller object.

Orienting Activity 2

The purpose of this activity is for the student to observe diagrams showing the locations of oceans and continents at different periods in Earth's past.

Begin the Test Administration

Log the student on to the test delivery system now.



Script for Orienting Activity 1

IND

SAY: This video is going to show a ball and a toy on a table. If the ball is rolled into the toy, it will either bounce back, or both the ball and toy will fall off the table.

DO: Play the video.

ALT *The video shows a ball on one end of a table and a toy figure standing on the other end. A hand pushes the ball toward the toy. When the ball hits the toy, they both fall off of the table.*

SAY: The ball hit the toy, and they both fell off of the table.

IND DO: Place the box at one end of the desk, with the edge of the box lined up with the edge of the desk.

ALT *I am placing a box on the edge of the desk.*

DO: Hold the tennis ball at the other end of the desk.

ALT *I am holding a tennis ball at the other end of the desk.*

SAY: I am going to roll this tennis ball toward the box. Either the tennis ball will hit the box and the ball and box will fall off of the desk, or the tennis ball will hit the box and bounce back to my hand.

DO: Roll the ball.

ALT *I am rolling the tennis ball toward the box.*

SAY: The tennis ball hit the box, and they both fell off of the desk.

— This concludes Orienting Activity 1. —

Begin testing on the next screen.



Scripts for the First Set of Test Items

1

POINT TO the picture and

SAY: This picture shows a heavy ball rolling toward an empty plastic bottle.

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

SAY: The bottle will fall over.

ALT *The picture shows the plastic bottle on its side.*

SAY: The bottle will not move.

ALT *The picture shows the plastic bottle standing up.*

2

POINT TO the picture and

SAY: This picture shows a basketball rolling toward a tennis ball.

ALT *The picture shows a large basketball rolling toward a tennis ball that is not moving.*

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

3

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

SAY: when the ball is being held

ALT *The picture shows a boy holding a ball.*

SAY: when the ball is sitting in a bucket

ALT *The picture shows a ball sitting in a bucket.*

SAY: when the ball is being kicked

ALT *The picture shows a boy kicking a ball.*



4

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

SAY: rolling on the floor

ALT *The picture shows a toy car rolling on the floor.*

SAY: hitting a chair

ALT *The picture shows a toy car running into the leg of a chair.*

SAY: going down a ramp

ALT *The picture shows a toy car rolling down a ramp.*

5

POINT TO the picture and

SAY: This picture shows a heavy toy truck about to hit a light toy car.

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 half of this training test. —

Prepare for Orienting Activity 2 before proceeding to the next screen.



Script for Orienting Activity 2

DO: Show Graphics 1–3 to the student.

POINT TO Graphic 1 and

SAY: This is a picture of Earth from 225 million years ago.

ALT *The picture shows Earth from 225 million years ago. All of the continents are together in the middle of the map.*

POINT TO Graphic 2 and

SAY: This is a picture of what Earth looked like 100 million years ago.

ALT *The picture shows Earth from 100 million years ago. The continents have split apart and have moved away from each other.*

POINT TO Graphic 3 and

SAY: This is a picture of what Earth looks like today. It is the same planet, but it looks different because the continents moved over time. Earth's plates have moved, causing the continents to move too. This is why one super continent is now seven separate continents.

ALT *The picture shows Earth today.*

— 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 Test Items

6

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

SAY: A

ALT *The picture shows Earth's crust with the ocean above it.*

SAY: B

ALT *The picture shows Earth's crust with a forest above it.*

7

POINT TO the picture, **READ** the labels, and

SAY: This shows two pieces of Earth's crust.

ALT *The picture shows two pieces of Earth's crust moving together. The left crust has a continent. The right crust has an ocean. There are arrows under the right crust pointing to the left and going under the left crust. There is an arrow under the left crust pointing to the right.*

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

8

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

SAY: a valley

ALT *The picture shows a valley between two mountains.*

SAY: a mountain

ALT *The picture shows a mountain.*

SAY: a crack in the ocean crust

ALT *The picture shows the ocean floor cracking, with magma coming out.*

**9****SAY:** Now we will watch a video.**DO:** Play the video.**SAY:** This video shows where two pieces of the ocean crust are moving apart in opposite directions, forming a volcano. Lava is coming out where the pieces are pulling apart.**READ** the item and **POINT TO** each option as it is read.**10**

Part A

POINT TO the picture.**ALT** *The picture shows the ocean crust with a crack in it. There is lava coming out of the crack. On one side of the ocean crust is continent crust. There is a blank box by the lava coming out of the crack. There is a blank box on the continent rock.***READ** the item.**SAY:** Let's finish the picture.**POINT TO** the box above the crack and**SAY:** Is this the younger crust or the older crust?**ALT** *I am pointing to the blank box by the lava coming out of the crack.***POINT TO** the box on the continent rock and**SAY:** Is this the younger crust or the older crust?**ALT** *I am pointing to the blank box on the continent rock.*

If necessary prompt the student to respond to each part.

SAY: Where is the younger crust? Where is the older crust?

Part B

READ the item and **POINT TO** each option as it is read.**ALT** *The picture shows two arrows pointing at each other.***ALT** *The picture shows two arrows pointing away from each other.***— You have completed this training test. —**

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 individualized education program (IEP).

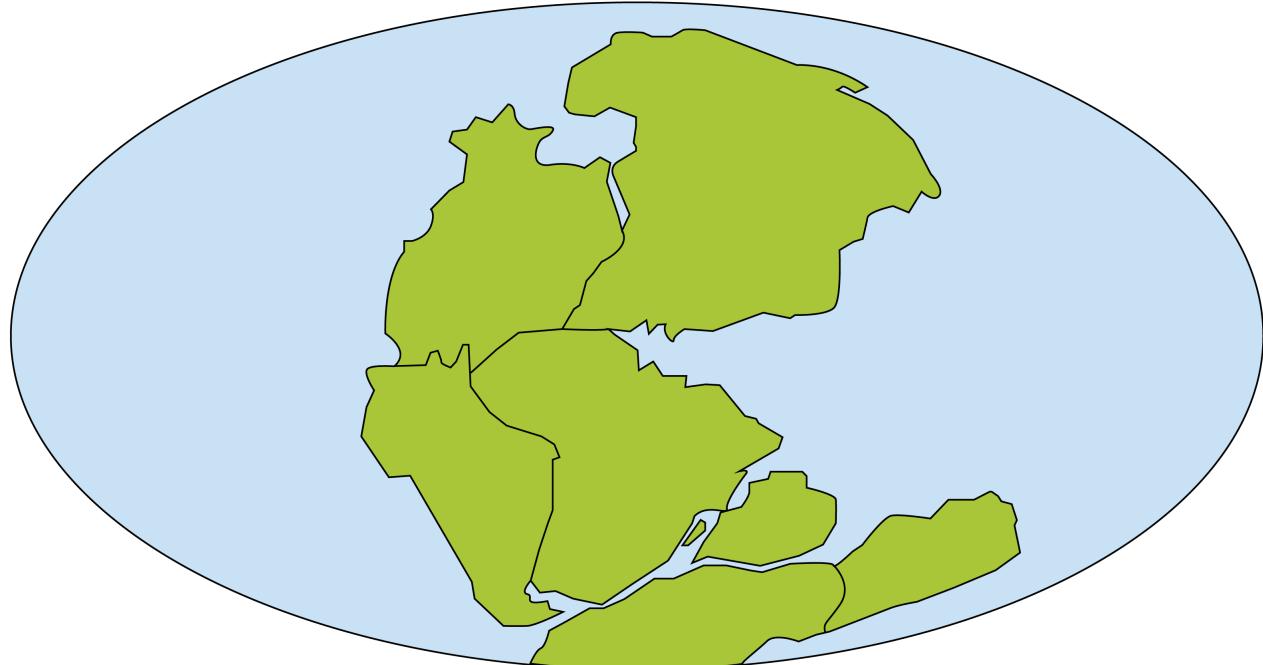
Student Interaction	Page	Exemplar Materials	Optional Materials for Individualization
Orienting Activity 1	4	Video	Small empty box Tennis ball
Orienting Activity 2	7	Graphics 1–3	None

Appendices (cont.)

Appendix B: Graphics

Graphic 1

Earth – 225 Million Years Ago



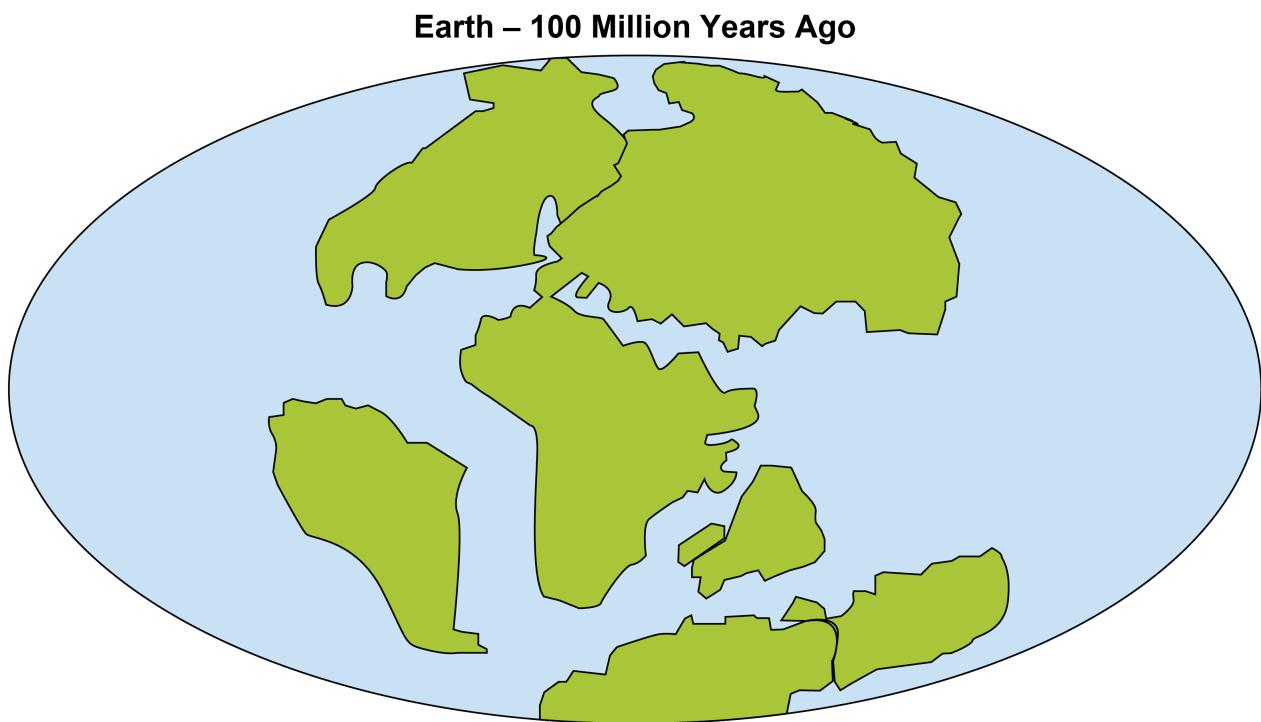
[Return to script for Graphic 1](#)



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Appendices (cont.)

Graphic 2



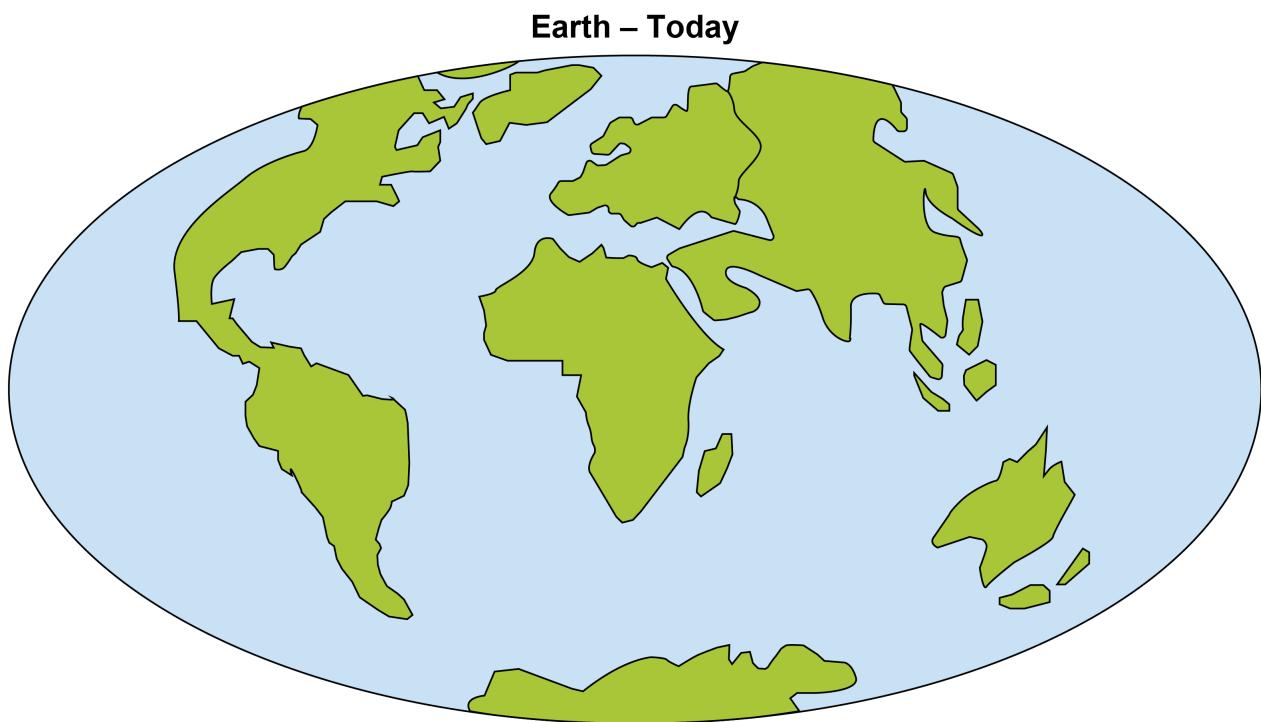
[Return to script for Graphic 2](#)



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Appendices (cont.)

Graphic 3



[Return to script for Graphic 3](#)

