

California Alternate Assessment

California Assessment of Student
Performance and Progress



Life Sciences Directions for Administration



High School, 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](#).

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	15
Scripts for the Third Set of Practice Test Items	16
Appendices	20
Appendix A: Summary of Materials	20
Appendix B: Graphics	22
Appendix C: Graphics Attributions	32

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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—Life Sciences, High School 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.

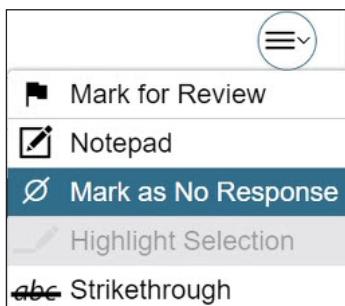
Options for individualization are offered in this *DFA*, and test examiners can always use accommodations and resources to best meet a student's individual needs, as documented in the student's IEP. Please note that all test items may be individualized based upon the student's IEP.

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 observe two examples of single-celled organisms and two examples of cells from multi-cellular organisms.

Orienting Activity 2

The purpose of this activity is for the student to observe two pictures that show how the amount of resources in an area affects the number of animals in the area.

Orienting Activity 3

The purpose of this activity is for the student to observe a picture of a father horse and a mother horse and how the child horse has traits of both the father and the mother.

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: Organisms are made up of different kinds of cells. Some have one cell, and some have many cells.

DO: Place [Graphics 1–4](#) (examples of uni- and multi-cellular organisms) in front of the student.

SAY: Here are examples of organisms. Some of the organisms have only one cell, and some of the organisms have many cells.

ALT (Graphic 1) *The picture shows an example of a collection of many cells made of rectangular and irregular shapes.*

(Graphic 2) *The picture shows an example of a collection of many cells made up of ovals, rectangles, and circles.*

(Graphic 3) *The picture shows an example of a single cell that has a squiggly border with one large circle and three small circles inside of it.*

(Graphic 4) *The picture shows an example of a single cell that is star shaped and has a dot on the inside.*

DO: Place [Labels A–B](#) in front of the student.

ALT (Label A) *The label says “many cells.”*

(Label B) *The label says “one cell.”*

SAY: Let’s put a “one cell” label under each organism with one cell and a “many cells” label under each organism with many cells.

DO: Place Label A under Graphics 1 and 2 and Label B under Graphics 3 and 4.

IND Pictures used during classroom instruction that show examples of organisms that have one cell or many cells can be used in place of the provided graphics.

ALT *Use the same verbal prompts as above substituting a description of the individualized pictures for Graphics 1–4.*

— 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: These are cells in the human body.

ALT *The picture shows two human cells. The first cell is shaped like a star with a dot in the center.*

The second cell is round with a dot in the center and a comb-like structure on the top.

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

2

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

SAY: A

ALT *The picture shows three layers. The top layer has long, flat ovals with a dot in the center of each oval. The middle layer has tall, wide ovals with a dot in the center of each oval. The bottom layer has smaller, round shapes with a dot in the center of each shape.*

SAY: B

ALT *The picture shows two green ovals side by side.*

3

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

SAY: A

ALT *The picture shows a cell shaped like a circle with a dot in the center.*

SAY: B

ALT *The picture shows a cell with two circles on the ends that are connected in the middle. There is a dot in the center of each circle.*

SAY: C

ALT *The picture shows a cell shaped like a star with a dot in the center.*



4

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

5

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

ALT *The picture shows three empty boxes in a row. An arrow points from the first box to the second box. An arrow points from the second box to the third box.*

SAY: two cells

ALT *The picture shows two separate circles with a dot in the middle of each.*

SAY: one cell

ALT *The picture shows one circle with a dot in the middle.*

SAY: one cell with two nuclei

ALT *The picture shows two connected circles with a dot near the top in one circle and a dot near the bottom in the other circle.*

If the student does not respond,

SAY: What goes in the first box? What goes in the middle box? What goes in the last box?

— 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: The number of animals in an area depends on the amount of available food and water.

DO: Show [Graphic 5](#) to the student.

ALT (Graphic 5) *The picture shows an area of land with a river flowing through it. The land is full of plants, animals, flowers, and trees.*

SAY: This shows an area of land with a river. There are many plants and wildlife.

DO: Show [Graphic 6](#) to the student.

ALT (Graphic 6) *The picture shows the same area of land, but the river is gone and is now just dirt. Most of the plants are gone, and there is only one deer.*

SAY: This shows the same area, but the river has dried up. Without the river there are less plants, and most of the animals have left.

IND The test examiner may substitute pictures used during classroom instruction that show how the availability of resources affects the population of an area in place of Graphic 5 and Graphic 6.

— 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 pictures.

SAY: This shows the same cornfield at two different times. Before.

ALT *The picture shows a green cornfield.*

SAY: Now.

ALT *The picture shows a dry, brown cornfield.*

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

7

POINT TO the pictures.

SAY: This shows land with animals at two different times. Before.

ALT *The picture shows a lion walking toward a group of antelope.
There are four trees on the land behind the lion.*

SAY: Now.

ALT *The picture shows the same lion walking on the same land. There
are no antelope.*

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

**8**

POINT TO the pictures.

SAY: This shows lizards at the same place at two different times. Before.

ALT *The picture shows a green land with seven lizards and trees.*

SAY: Now.

ALT *The picture shows the same land with less plants and only two lizards.*

POINT TO the graph.

SAY: This graph shows the number of lizards for three months.

POINT TO each bar on the graph.

SAY: In January there were about 95 lizards, in February there were 50 lizards, and in March there were about 45 lizards.

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

9

POINT TO the pictures.

SAY: This shows squirrels in a cornfield at two different times. Before.

ALT *The picture shows two squirrels in a dry cornfield.*

SAY: Now.

ALT *The picture shows eight squirrels in a green cornfield eating corn.*

POINT TO the graph.

SAY: This bar graph shows the amount of rainfall for three months. The graph shows an increase in rain from November to July.

POINT TO each bar on the graph.

SAY: In November there was 1 inch of rain, in March there were $1\frac{1}{2}$ inches of rain, and in July there were 2 inches of rain.

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



10

POINT TO the graph.

SAY: Raccoons like to eat a lot of apples. This picture graph shows the amount of apples for two years.

POINT TO each row.

SAY: In 2019 there were 60 pounds of apples, and in 2020 there were 20 pounds of apples.

Part A

READ the question.

ALT *The picture shows part of the picture graph from 2020 with 20 pounds of apples.*

POINT TO the first option.

SAY: More raccoons.

ALT *The picture shows six raccoons.*

POINT TO the second option.

SAY: Less raccoons.

ALT *The picture shows two raccoons.*

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.

SAY: Horses can have different types and colors of hair.

DO: Show [Graphic 7](#) to the student.

SAY: This picture shows a father horse, a mother horse, and their child.

POINT TO the father horse.

SAY: The father horse has curly hair and white spots.

POINT TO the mother horse.

SAY: The mother horse has straight hair that is all brown.

POINT TO the child horse.

SAY: The child horse has some parts that look like the father and some parts that look like the mother. The child horse has curly hair like the father but has all brown hair like the mother.

IND

The test examiner may use a picture of a family of animals from classroom instruction and discuss how the child has traits of both the father and the mother.

— 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 parent hamsters with short fur.

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

SAY: Child 1 has long fur.

Child 2 has short fur.

12

POINT TO the pictures.

SAY: These pictures show a father and a mother.

ALT The picture shows a father with brown hair.

The picture shows a mother with brown hair.

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

ALT The picture shows a child with red hair.

ALT The picture shows a child with brown hair.

**13****POINT TO** the pictures.**SAY:** These pictures show two parent dogs.

- ALT** *The first picture shows a yellow dog with brown spots and a short tail labeled “parent 1.”*
The second picture shows a white dog with orange spots and a long tail labeled “parent 2.”

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

- ALT** *The picture shows a yellow dog with brown spots and a short tail labeled “dog 1.”*
- ALT** *The picture shows a white dog with orange spots and a long tail labeled “dog 2.”*
- ALT** *The picture shows a white dog with orange spots and a short tail labeled “dog 3.”*

14**POINT TO** the pictures.**SAY:** These pictures show two parent plants. Parent 1 is tall with red flowers. Parent 2 is short with white flowers.**READ** the item and **POINT TO** each option as it is read.

- ALT** *The picture shows that child plant 1 is short and has red flowers.*
- ALT** *The picture shows that child plant 2 is short and has white flowers.*
- ALT** *The picture shows that child plant 3 is tall and has red flowers.*



15

POINT TO each picture.

SAY: These pictures show two parent cats. Parent 1. Parent 2.

ALT *The first picture shows that parent 1 has long, tan hair.
The second picture shows that parent 2 has short, white hair with spots.*

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

ALT *The picture shows that kitten 1 has short, black hair.*

ALT *The picture shows that kitten 2 has short, tan hair.*

ALT *The picture shows that kitten 3 has long, white hair with spots.*

ALT *The picture shows that kitten 4 has short, white hair with black ears and feet.*

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

SAY: Which other kitten looks like both parents?

— 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.

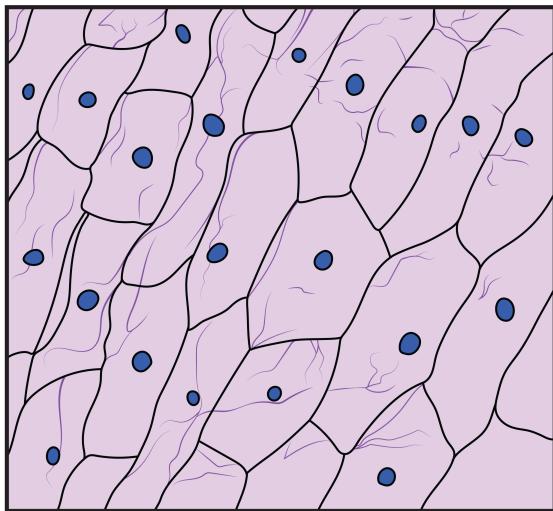
Student Interaction	Page	Exemplar Materials	Optional Materials for Individualization
Orienting Activity 1	8	Graphics 1–4 Labels A–B	Pictures used during classroom instruction that show examples of organisms that have one cell or many cells can be used in place of the provided graphics.
Orienting Activity 2	11	Graphics 5–6	The test examiner may substitute pictures used during classroom instruction that show how the availability of resources affects the population of an area in place of Graphic 5 and Graphic 6.
Orienting Activity 3	15	Graphic 7	The test examiner may use a picture of a family of animals from classroom instruction and discuss how the child has traits of both the father and the mother.

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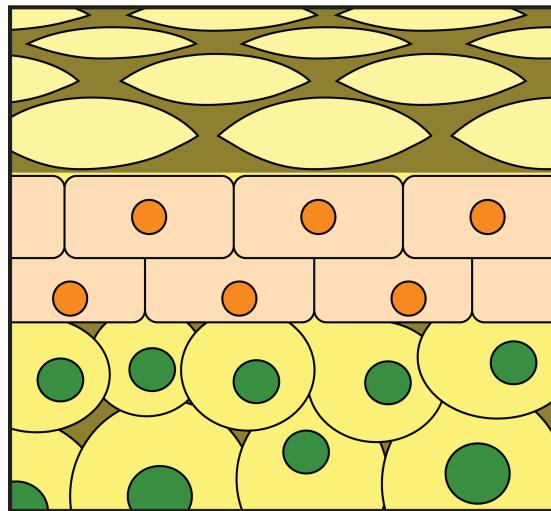
Appendices (cont.)

Appendix B: Graphics

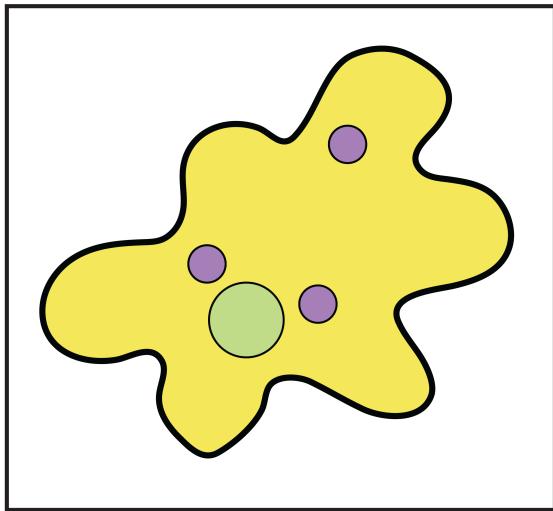
Graphic 1



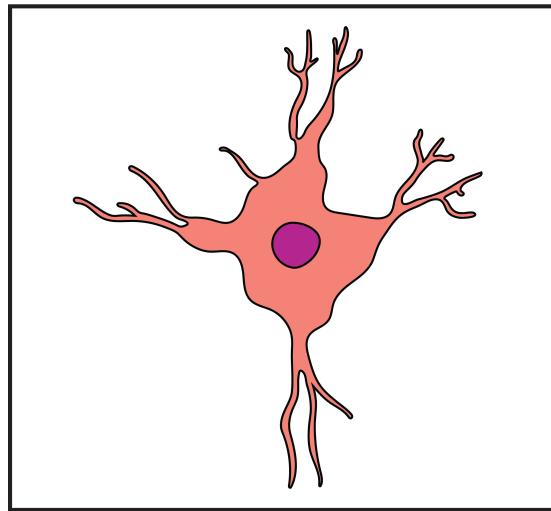
Graphic 2



Graphic 3



Graphic 4



[Return to script for Graphics 1–4](#)

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Appendices (cont.)

Label A

many cells



Label A

many cells



Label B

one cell



Label B

one cell

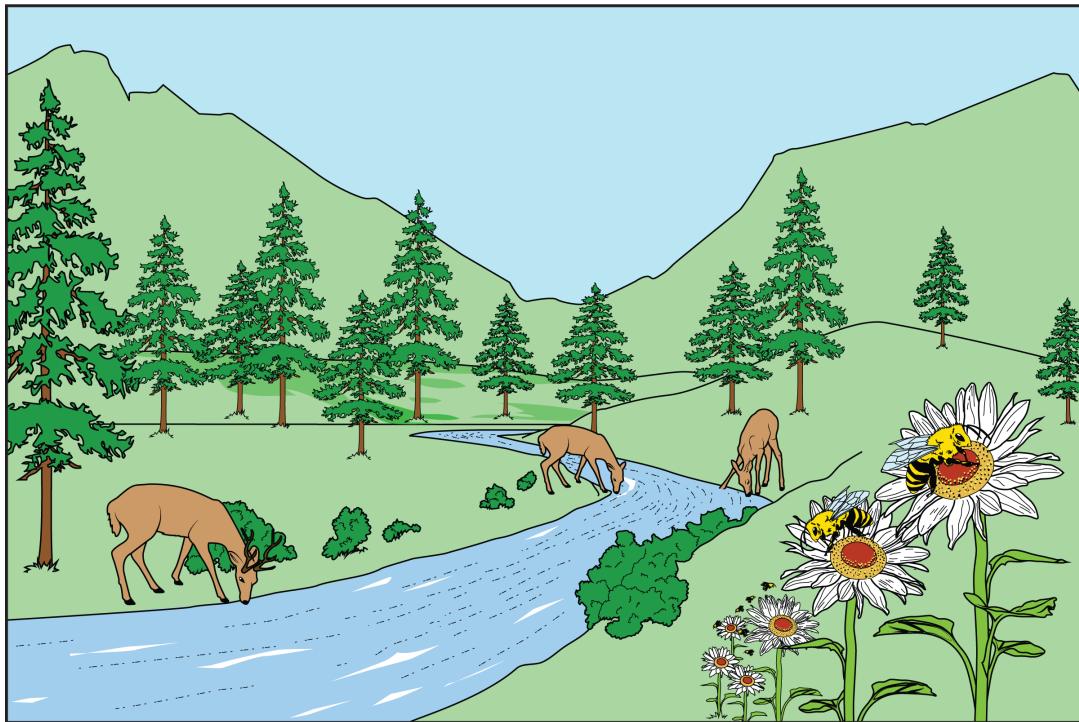
[Return to script for Labels A–B](#)



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Appendices (cont.)

Graphic 5



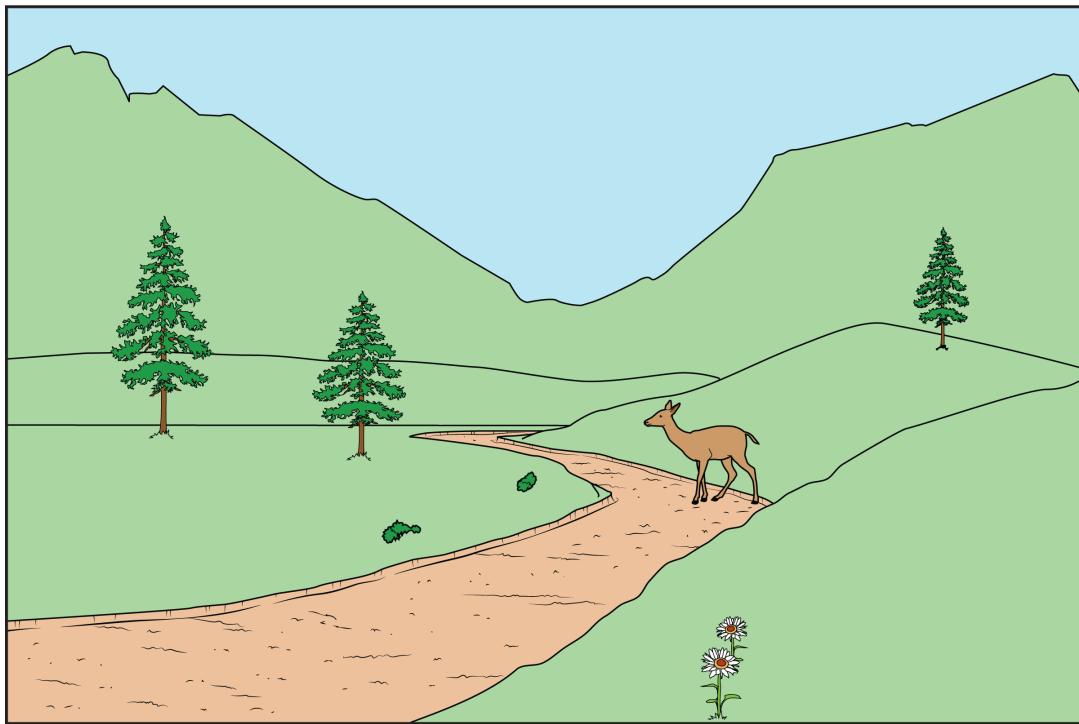
[Return to script for Graphic 5](#)



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Appendices (cont.)

Graphic 6



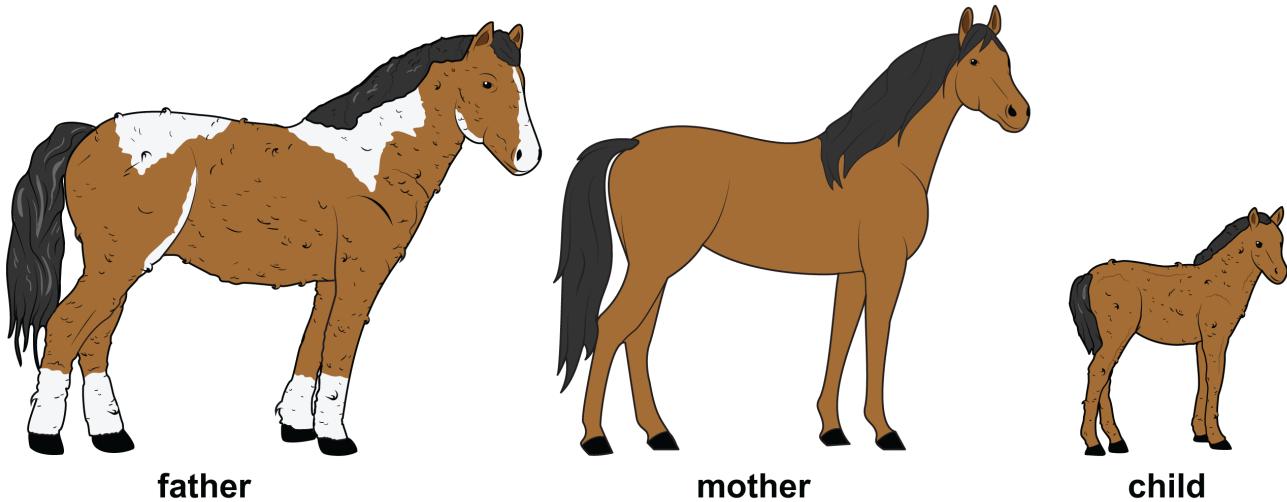
[Return to script for Graphic 6](#)



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Appendices (cont.)

Graphic 7



[Return to script for Graphic 7](#)



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Appendices (cont.)

Appendix C: Graphics Attributions

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