

California Alternate Assessment

California Assessment of Student
Performance and Progress



Earth and Space 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](#).

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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 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.

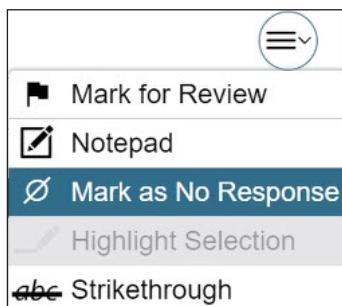
Options for individualization are offered in this *DFA*, and test examiners can always use accommodations and resources to best meet a student's individual needs, as documented in the student's IEP. Please note that all test items may be individualized based upon the student's IEP.

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 (Ξ) 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 watch a video that shows the impact of a volcanic eruption on a nearby town.

Orienting Activity 2

The purpose of this activity is for the student to identify where an organism would have most likely lived based on the features of its fossil.

Orienting Activity 3

The purpose of this activity is for the student to understand the concept of the amount of salt water and fresh water found on Earth through the use of manipulatives.

Begin the Test Administration

Log the student on to the Test Delivery System now.



Script for Orienting Activity 1

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.

ALT *The video shows an island. On one side of the island is an erupting volcano. Smoke and ash are coming out of the top of the volcano, and lava is flowing down the sides. On the other side of the island is a town. The lava is flowing toward the town.*

As the video plays,

SAY: Here we see a volcano erupting. We can see the lava flowing down the sides of the volcano. The lava is heading toward the town at the bottom of the volcano. People will need to leave their homes, and businesses will have to shut down.

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



Scripts for the First Set of Practice Test Items

1

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

SAY: A

ALT *The picture shows a dark sky with lightning, rain, and dark clouds.*

SAY: B

ALT *The picture shows a blue sky with the Sun and fluffy white clouds.*

2

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

SAY: A

ALT *The picture shows a street with houses, cars, and trees.*

SAY: B

ALT *The picture shows a street with houses, cars, and trees covered in a lot of water.*

3

POINT TO the picture.

ALT *The picture shows a storm at the beach with big waves and dark clouds.*

SAY: This picture shows a storm with big waves.

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

SAY: paddle out into the water

leave the beach

have a picnic by the water



4

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

SAY: take a nap

ALT *The picture shows a person sleeping on a couch.*

SAY: make a plan to leave

ALT *The picture shows two people pulling suitcases and walking out the door.*

SAY: read a book

ALT *The picture shows a person sitting on the couch reading a book.*

5

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

SAY: look out a window

ALT *The picture shows a girl looking out the window.*

SAY: cook dinner

ALT *The picture shows a girl cooking dinner.*

SAY: get under a table

ALT *The picture shows a girl hiding under a table.*

SAY: stand in a doorway

ALT *The picture shows a girl standing in a doorway.*

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

SAY: What else is safe to do during an earthquake?

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

SAY: This is the fossil of a starfish. Let's think about where it lived when it was alive.

DO: Show [Graphic 2](#) and [Graphic 3](#) to the student.

SAY: This picture shows an ocean, and this picture shows a canyon. When the starfish was alive, it lived in the ocean.

IND The test examiner may substitute a different fossil or landscapes used during classroom instruction in place of Graphics 1-3.

— 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 picture.

SAY: This picture shows a fish fossil.

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

7

POINT TO the picture.

SAY: This picture shows a fossil of a woolly mammoth.

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

8

POINT TO the picture.

SAY: This picture shows a fish fossil.

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

9

POINT TO the first picture.

SAY: This is a fossil of a plant.

POINT TO the second picture.

SAY: It was found in this mountain.

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

ALT The picture shows land covered in snow.

ALT The picture shows a desert covered in sand.

ALT The picture shows a rainforest full of green plants and trees.

**10****POINT TO** the picture.**SAY:** This picture shows three different layers.

ALT *The picture shows three layers of rock and a key showing that the top layer is sand, the middle layer is fish fossils, and the bottom layer is small rocks.*

PONT TO the colors in the key.**SAY:** Light orange means a layer of sand.**POINT TO** the top layer.**SAY:** Gray means a layer of fish fossils.**POINT TO** the middle layer.**SAY:** Brown means a layer of small rocks.**POINT TO** the bottom layer.

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 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: Earth has salt water and fresh water. We are going to look at how much of Earth is salt water and how much is fresh water.

DO: Pour one quart of water into a large bowl.

POINT TO the bowl.

SAY: I put a lot of water in this bowl. This shows all the water in the world.

DO: Pour out about 2 tablespoons of the water and put it in another large bowl.

POINT TO the second bowl.

SAY: I put only a spoonful of water in this bowl. This little bit of water I put in this bowl shows all the fresh water in the world.

POINT TO the first bowl.

SAY: All the water left in the first bowl shows all the salt water in the world. There is a lot more salt water in the world than fresh water.

— 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

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

12

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

13

POINT TO the map.

SAY: This map shows the Pacific Ocean, the Sacramento River, and Lake Tahoe.

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

14

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



15

POINT TO the graph.

SAY: This graph shows all the water on Earth.

ALT *The picture shows a bar graph titled “Amount of Water on Earth.” The graph shows “Amount of Water” labeled on the side with “Least” at the bottom and “Most” at the top. “Body of Water” is labeled on the bottom. There are three bars, and their labels are missing. The first bar is the tallest. The second bar is much shorter than the first bar. The third bar is the shortest.*

POINT TO the options.

SAY: Some of the water on Earth is in lakes, some is in glaciers, and some is in oceans.

POINT TO each bar on the graph.

SAY: The three bars on the graph show the different bodies of water and how much of Earth’s water they are. The tallest bar shows the body of water that has the most of Earth’s water, and the shortest bar shows the body of water that has the least amount of Earth’s water.

READ the item, including all parts of the graph, and **POINT TO** each option as it is read.

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

SAY: Where should the other labels go?

— 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	Video	None
Orienting Activity 2	11	Graphics 1–3	The test examiner may substitute a different fossil or landscapes used during classroom discussion in place of Graphics 1–3.
Orienting Activity 3	14	2 large bowls, a quart of water, and a tablespoon	None

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Appendices (cont.)

Appendix B: Graphics

Graphic 1



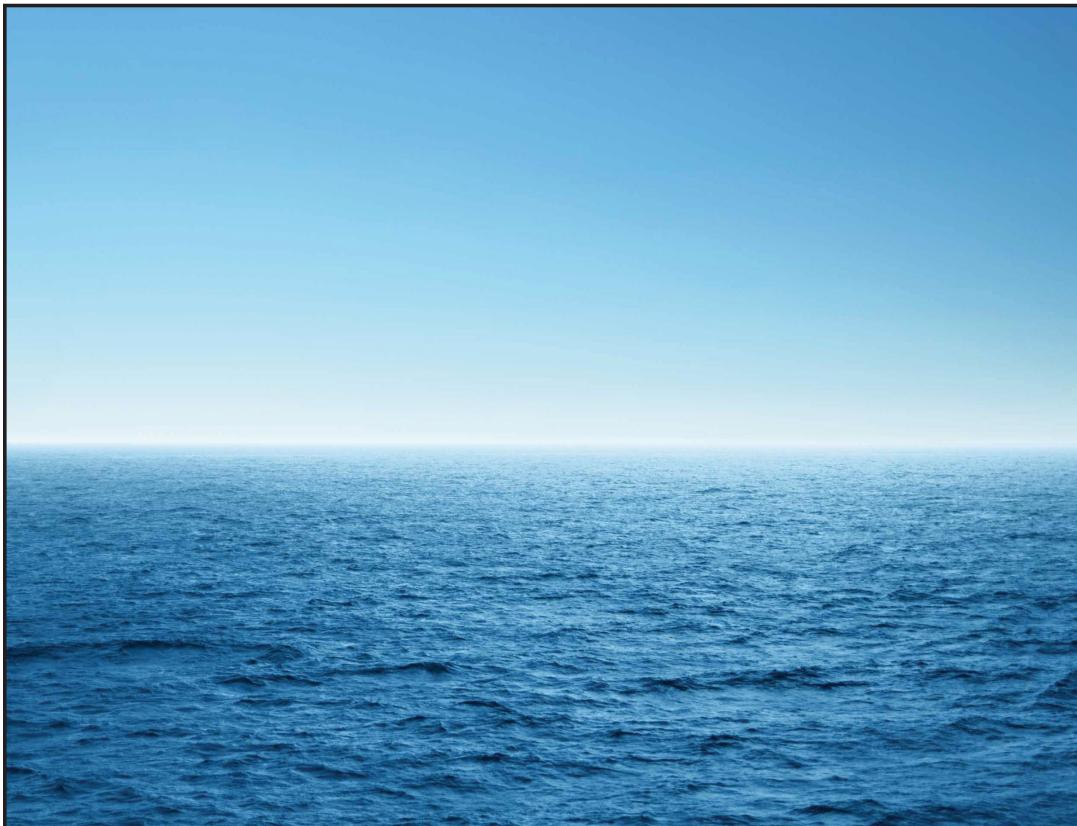
[Return to the script for Graphic 1](#)



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Appendices (cont.)

Graphic 2



[Return to the script for Graphic 2](#)



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Appendices (cont.)

Graphic 3



[Return to the script for Graphic 3](#)



Appendices (cont.)

Appendix C: Graphics Attributions

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