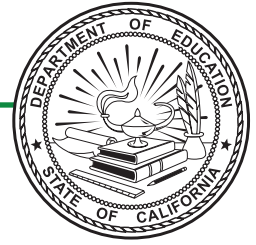

California Alternate Assessment

California Assessment of Student
Performance and Progress



Life Sciences Directions for Administration



Grade 5, Practice Test



CAA for Science Administration Notes

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 the California Technical Assistance Center (CalTAC) by phone at 800-955-2954 or by email at caltac@ets.org. CalTAC is open from 7 a.m. to 5 p.m., Monday through Friday.
- 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](https://www.caaspp.org/administration/instructions/index.html) at <https://www.caaspp.org/administration/instructions/index.html>

Table of Contents

Directions for Administration	1
About the Practice Test <i>Directions for Administration</i>	1
Additional Information	1
Using the <i>Directions for Administration</i>	2
Alternative Text for a Student with Visual Impairment	2
Optional Individualization	2
Student Responses	3
Videos	3
Student Engagement and PT Completion	3
Selecting the “Mark as No Response” Option	4
Administering the Science Test	5
Preparation for the Orienting Activity	5
Orienting Activity 1—Survival Structures	5
Orienting Activity 2—Food Chains	5
Begin the Orienting Activity	5
Script for Orienting Activity 1—Survival Structures	6
Scripts for the First Set of Test Items	7
Script for Orienting Activity 2—Food Chains	9
Scripts for the Second Set of Test Items	10
Appendices	12
Appendix A: Summary of Materials	12
Appendix B: Graphics	14

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Directions for Administration

About the Practice Test *Directions for Administration*

This California Alternate Assessment (CAA) for Science *Directions for Administration (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 script for the online test questions, referred to as test items, and
- a complete list of materials needed for the administration of the performance task and suggestions for individualization, if needed.

Additional Information

- [How to Start a Practice Test Session for the CAAs](https://www.cde.ca.gov/ta/tg/ca/documents/caaqrpractice.pdf) web document at <https://www.cde.ca.gov/ta/tg/ca/documents/caaqrpractice.pdf>
- [California Alternate Assessments](https://www.caaspp.org/administration/about/caa/) web page at <https://www.caaspp.org/administration/about/caa/>
- [CAA for Science: Practice Test Scoring Guide—Life Sciences, Grade Five \(PDF\)](https://www.caaspp.org/rsc/pdfs/CAA.Science.PT-Scoring-Guide.Grade5.Life-Sciences.Survival-Structures.pdf) web document at <https://www.caaspp.org/rsc/pdfs/CAA.Science.PT-Scoring-Guide.Grade5.Life-Sciences.Survival-Structures.pdf>

Directions for Administration (cont.)

Using the *Directions for Administration*

This *DFA* contains the script for administration of this CAA for Science embedded PT. 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> .

Alternative Text for a Student with Visual Impairment **ALT**

Within the *DFA* is boxed and *italicized* text preceded by the **ALT** symbol that provides the Alternative Text for a Student with Visual Impairment. 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.

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. The alternative text can be repeated based on a student’s need or request. The alternative text should be read exactly as it is written in the *DFA*, without clarification or rephrasing.

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 individualized education program (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.

Directions for Administration (cont.)

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 you start testing with the student. A student should carry out activities to the greatest extent possible, but 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 embedded PT can be found on page 12 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, students 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 (i.e., 0.5X, 1X, 1.5X, and 1.75X) on the progress bar as necessary to ensure the student is able to process the content.

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, is not actively participating, or is 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.

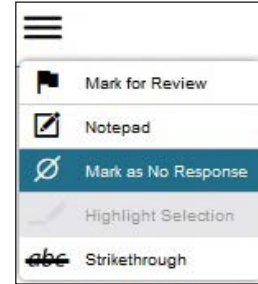
A student should be administered as much content of each PT as possible. Take the time necessary to elicit the student's best performance on each test item. A student should use the mode(s) of communication used in daily instruction.

Take advantage of options for individualization if offered in this *DFA*, and remember that 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 (☰) in the upper right corner of the screen. Test examiners then select the **[Mark as No Response]** option and proceed to the next test item. Please remember that test examiners should use this option only if they have presented the test item (i.e., 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 document [Response Options for Alternate Assessments](https://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC--Response-Options-for-Alternate-Assessments.2021.pdf) located at <https://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC--Response-Options-for-Alternate-Assessments.2021.pdf>.



* 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

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.

Administering the Science Test



Preparation for the Orienting Activity

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 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—Survival Structures

The purpose of this activity is for the student to observe a picture of a dog and understand how the nose and mouth support the survival and behavior of the dog.

Orienting Activity 2—Food Chains

The purpose of this activity is for the student to observe the order for the components of a food chain that starts with the Sun, then moves to an apple tree, and ends with a child eating an apple.

Begin the Orienting Activity

Log the student on to the test delivery system now.



Survival Structures

Script for Orienting Activity 1—Survival Structures

IND

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

SAY: This is a picture of a dog. Let's talk about how different parts are used by the dog.

ALT *The picture shows a dog's head with its mouth open.*

POINT TO the dog's mouth.

SAY: This is the dog's mouth. A dog uses its mouth to eat. A dog also uses its mouth to carry things.

POINT TO the dog's nose.

SAY: This is the dog's nose. A dog uses its nose to breathe and to smell things. Dogs use smell to find food and to recognize other dogs.

IND The test examiner may substitute a picture of two body structures from a different animal used in class discussions. The picture should support a description of the functions that the body structures perform. The test examiner may also use realia such as stuffed animals to demonstrate.

ALT *Use the same verbal prompts as above, substituting descriptions of at least two functions of the different animal's parts.*

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



Scripts for the First Set of Test Items

1

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

SAY: teeth

tail

2

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

SAY: legs

eyes

3

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

SAY: eat

ALT *The picture shows a bird looking at a caterpillar.*

SAY: fly

ALT *The picture shows a bird flying.*

SAY: sing

ALT *The picture shows a bird singing.*



4

POINT TO the picture and

SAY: Plants have parts that help them live, like the flower, the leaf, and the stem.

ALT *The picture shows a plant with labels for the flower, leaf, and stem.*

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

SAY: flower

ALT *The picture shows a flower.*

SAY: leaf

ALT *The picture shows a leaf.*

SAY: stem

ALT *The picture shows a stem.*

5

POINT TO the picture and

SAY: People have body parts that help them live.

ALT *The picture shows some of the parts inside a person that help the person breathe, digest food, and move blood through the body.*

Part A

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

SAY: lungs

stomach

Part B

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

SAY: stomach

heart

— This concludes the first half of this embedded PT. —
Prepare for Orienting Activity 2 before proceeding to the next screen.

**Food Chains****Script for Orienting Activity 2—Food Chains****IND**

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

ALT *The picture shows a food chain. The first box shows the Sun. The second box shows an apple tree. The third box shows a child eating an apple. There are arrows pointing from the first box to the second box and from the second box to the third box.*

SAY: This picture shows a food chain. In the first box is the Sun.

POINT TO the Sun and

SAY: The Sun gives energy to the tree.

POINT TO the tree and

SAY: Apples grow on the tree.

POINT TO the picture of the child and

SAY: People eat the apples that grow on the tree.

IND The test examiner may substitute a picture of a food chain used during classroom instruction.

— 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

POINT TO the picture and

SAY: This shows a food chain with the Sun, a leaf, and a caterpillar.

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

7

POINT TO the picture and

SAY: This shows a food chain with the Sun, a plant, and a goat.

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

8

POINT TO the picture and

SAY: This shows a zebra eating.

ALT *The picture shows a zebra with its head down in a field with a log, a rock, and grass.*

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

9

POINT TO the picture and

SAY: This shows a food chain with the Sun, grass, and a blank box.

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



10

POINT TO the picture and

SAY: This shows an energy pyramid with four levels. The bottom level has plants, the next level has birds, the next level has foxes, and the top level has a bear.

POINT TO the picture and

SAY: This shows a food chain. There are two blank boxes, then a fox, and then a blank box.

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

— You have completed this performance task. —

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.

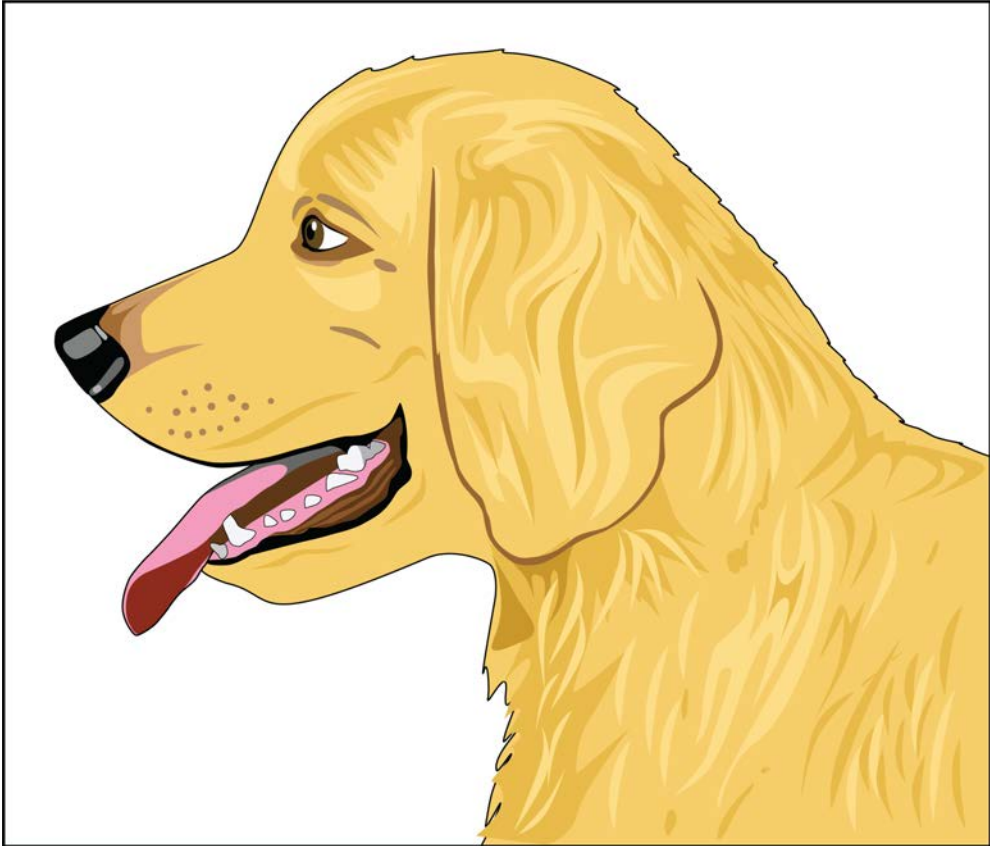
Student Interaction	Page	Exemplar Materials	Optional Materials for Individualization
Orienting Activity 1— Survival Structures	6	Graphic 1	The test examiner may substitute a picture of two body structures from a different animal used in class discussions. The picture should support a description of the functions that the body structures perform. The test examiner may also use realia such as stuffed animals to demonstrate.
Orienting Activity 2— Food Chains	9	Graphic 2	The test examiner may substitute a picture of a food chain used during classroom instruction in place of Graphic 2.

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Appendices (cont.)

Appendix B: Graphics

Graphic 1



[Return to script for Graphic 1](#)



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Appendices (cont.)

Graphic 2



[Return to script for Graphic 2](#)

