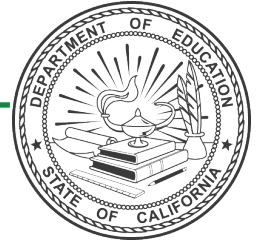


# California Alternate Assessment

California Assessment of Student  
Performance and Progress



## Science

Preparing for Administration



# Training Test



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## CAA for Science Administration Notes

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Beginning with the 2022–23 administration, this document, *Preparing for Administration (PFA)*, should be used to prepare for administration of the test. The information contained in this document was previously found at the beginning of the *Directions for Administration (DFA)*. The *DFA*, which now contains only information to be used at the time of test administration, can be found within the Test Operations Management System (TOMS) and 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](https://ca-toms-help.ets.org/contact/lea-success-agents/) 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](https://ca-toms-help.ets.org/contact) 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](https://www.caaspp.org/administration/instructions/index.html) web page located at <https://www.caaspp.org/administration/instructions/index.html>.

# Table of Contents

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Preparing for Administration . . . . .	1
Helpful Links . . . . .	1
Orienting Activities . . . . .	1
Alternative Text for a Student with Visual Impairment . . . . .	1
Optional Individualization . . . . .	2
Student Responses . . . . .	2
Student Engagement and Training Test Completion . . . . .	3
Selecting the “Mark as No Response” Option . . . . .	3
Assessed Standards . . . . .	4
4-PS3-3 . . . . .	5
HS-ESS1-5 . . . . .	5

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# Preparing for Administration

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## Helpful Links

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- [How to Start a CAA Practice Test - CAASPP](https://www.cde.ca.gov/ta/tg/ca/documents/caaqrpractice.pdf) web document located at <https://www.cde.ca.gov/ta/tg/ca/documents/caaqrpractice.pdf>
- [California Alternate Assessments](https://www.caaspp.org/administration/about/caa/) web page located at <https://www.caaspp.org/administration/about/caa/>
- [Accessibility Resources](https://www.caaspp.org/ta-resources/accessibility/index.html) web page located at <https://www.caaspp.org/ta-resources/accessibility/index.html>

## Orienting Activities

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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 training test. The second orienting activity introduces concepts covered in the last five test items.

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

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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. **Only students who have been identified as having a visual impairment should be 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 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.

# Preparing for Administration (cont.)

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## Optional Individualization **IND**

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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. The *DFA* provides test examiners with guidelines on how to individualize.

In preparation for administering this training test to a student, access the *DFA* to 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 the orienting 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 training test can be found in appendix A of the *DFA* for the training test.

## Student Responses

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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.**

# Preparing for Administration (cont.)

## Student Engagement and Training Test 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.

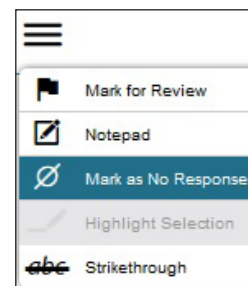
A student should be administered as much content of the training test as possible. Take the time necessary to elicit the student's best performance on each test item. A student should use the mode(s) of communication used in daily instruction.

Take advantage of options for individualization if offered in the *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.

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.

### 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 or by right-clicking anywhere on 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 [Response Options for Alternate Assessments](https://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC--Response-Options-for-Alternate-Assessments.2021.pdf) document 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.

# Preparing for Administration (cont.)

## “Mark as No Response” Option Versus Next

Question Presented to Student?	Student Response	Test Examiner Evaluation	Testing Scenario
Yes	Student engages with the question.	Test examiner determines that the student is able to continue the assessment.	Enter response and continue to the next question.
Yes	Student does not engage with the question.	Test examiner determines that the student needs a break but may reengage with the question later.	<b>Pause and Resume</b> later.
Yes	Student does not engage with the question.	Test examiner determines that the student is not going to engage with the question.	<b>Mark as No Response.</b> Select “Mark for Review” to flag the item and return to the item later.
No	Student does not provide a response because the student was not presented the test question.	Test examiner determines that the student is not going to engage with the question.	<b>Skip</b> the question. Determine whether the student will reengage in any further questions. If not, <b>Skip</b> to end of test and submit. (Use this option as a last resort.) .

## Assessed Standards

The CAA for Science Core Content Connectors (Science Connectors) assessed in this training test are provided here for your reference. For purposes of demonstration and training, two grade spans have been selected for this training test.

The science standards measured in each annual administration of the CAA for Science are provided in administration planning guides, which can be found on the [CAASPP California Alternate Assessments](https://www.caaspp.org/administration/about/caa/) web page located at <https://www.caaspp.org/administration/about/caa/>.

The science concepts presented and assessed in this training test closely represent the type of content assessed on the CAA for Science.

The complete list of assessed CAA for Science content standards can be found in the [CAA for Science Blueprint](https://www.cde.ca.gov/ta/tg/ca/documents/caascienceblueprint.docx) web document located at <https://www.cde.ca.gov/ta/tg/ca/documents/caascienceblueprint.docx>. See also the [California Alternate Assessment for Science](https://www.cde.ca.gov/ta/tg/ca/caascience.asp) web page located at <https://www.cde.ca.gov/ta/tg/ca/caascience.asp> for more information about the CAA for Science.



# Preparing for Administration (cont.)

## 4-PS3-3

Identify the change in energy (e.g., speeds as objects interact) when objects collide.

Feature	Definition	Students Will Be Able To . . .
Focal Knowledge, Skills, and Abilities	Ability to identify the change in energy (e.g., speeds as objects interact) when objects collide.	Identify the object that caused a specified change in energy of another object. Identify the change in motion of one or both objects when two objects interact. Identify the change in energy of one or both objects when two objects interact.
Essential Understanding	Identify the outcome of a large moving object hitting a small stationary object.	Identify the outcome of a larger object colliding with a smaller object.

## HS-ESS1-5

Identify the relationship between the motion of continental plates and how materials of different ages are arranged on Earth's surface.

Feature	Definition	Students Will Be Able To . . .
Focal Knowledge, Skills, and Abilities	Ability to identify the relationship between the motion of tectonic plates and how materials of different ages are arranged on Earth's surface.	Identify the relationship between the motion of tectonic plates. Identify the age of materials based on their arrangement on Earth's surface.
Essential Understanding	Identify that Earth has continental and oceanic crusts.	Identify that Earth has continental and oceanic crusts.