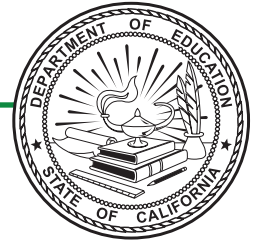

California Alternate Assessment

California Assessment of Student
Performance and Progress



Physical Sciences Directions for Administration



High School, 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>

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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—Physical Sciences—Light: CAA Practice Test Scoring Guide, High School \(PDF\)](https://www.caaspp.org/rsc/pdfs/CAA.Science.PT-Scoring-Guide.HS.Physical-Sciences.Equilibrium.pdf) web document at <https://www.caaspp.org/rsc/pdfs/CAA.Science.PT-Scoring-Guide.HS.Physical-Sciences.Equilibrium.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 13 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.

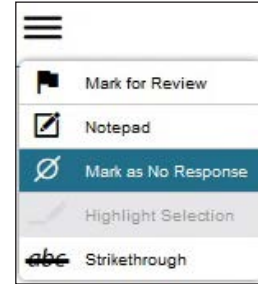
A student should be administered as much content of each PT as possible. Take the time necessary to elicit the student's best performance on each test item. A student should use the mode(s) of communication used in daily instruction.

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—Equilibrium

The purpose of this activity is for the student to watch a video that shows how water temperature changes when warmer water and colder water are combined.

Orienting Activity 2—Moving Objects

The purpose of this activity is for the student to observe how pushing an object will result in the object moving.

Begin the Orienting Activity

Log the student on to the test delivery system now.

**Equilibrium****Script for Orienting Activity 1—Equilibrium****IND**

DO: Play the video. As the video plays,

SAY: This shows two cups of water. One is cold, and the other is warm. The cold water is poured into the warm water. The warm water got colder.

ALT *The video shows two cups of water. One has ice in it and is 40 degrees. The other does not have ice in it and is 70 degrees. Water from the cup with ice is poured into the cup without ice. The temperature of the water in the cup without ice changes to 60 degrees.*

IND DO: Provide two cups of water: one room temperature and one ice cold.

SAY: Here are two cups of water. One is warm, and the other is cold. Let's see what happens to the temperature of the warm water if we pour some of the cold water into that cup. First, let's see how cold the water in this cup is.

DO: Have the student put their fingers in the cup of room temperature water. (If the student has sensory issues, the test examiner should demonstrate.)

DO: Pour half of the cold water into the room temperature water.

SAY: Let's see if the water got colder or warmer.

DO: Have the student place their fingers in the cup of water to which the colder water was added. (If the student has sensory issues, the test examiner should demonstrate.)

SAY: We can feel that the water got colder.

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



Scripts for the First Set of Test Items

1

POINT TO the pictures and

SAY: This shows when two cold hands hold a hot pack.

ALT *The picture shows a hot pack labeled “90 degrees.”
The picture shows the hands holding the hot pack labeled “80 degrees.”*

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

2

POINT TO the picture and

SAY: This shows two jars of liquid being mixed. One liquid is 60 degrees, and the other liquid is 80 degrees.

ALT *The picture shows a jar with 60-degree liquid being poured in to a jar with 80-degree liquid.*

SAY: The mixed liquid is 70 degrees.

ALT *The picture shows a jar of liquid with a thermometer that reads 70 degrees.*

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

3

POINT TO the picture and

SAY: This shows 60-degree water being added into a bathtub filled with 80-degree water.

ALT *The picture shows a bathtub with a water temperature of 80 degrees. 60-degree water is being added into the bathtub from the faucet.*

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



4

POINT TO the picture and

SAY: This shows a man about to get in a car with the air conditioner on.

ALT *The picture shows a car with the air conditioner on. The temperature inside the car is 70 degrees. The temperature outside is 90 degrees. A man is about to open the car door.*

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

5

POINT TO the picture and

SAY: This shows two pictures of the same sink. Before.

ALT *The picture shows a kitchen sink half full of water labeled “95 degrees.”*

SAY: After.

ALT *The picture shows the same sink with a faucet pouring water in labeled “60 degrees.”*

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



Moving Objects

Script for Orienting Activity 2—Moving Objects

IND

SAY: Today we are going to look at what makes things move.

DO: Place a pen on the desk.

ALT *I am putting a pen on the desk.*

POINT TO the pen and

SAY: Push the pen away from you.

ALT *You pushed the pen.*

SAY: You moved the pen by pushing it.

If the student is unable to push the pen, demonstrate by pushing the pen yourself.

DO: Push the pen.

ALT *I pushed the pen.*

SAY: I moved the pen by pushing it.

IND Students can be asked to close a door, if they are able, or some other activity that requires pushing an object to move it.

ALT *You (or I) (describe action) by pushing it.*

— 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

IND

DO: Play the video. As the video plays,

SAY: This video shows a child pushing a toy truck two times. The first push is a soft push. The second push is a hard push.

ALT *The video starts with a child softly pushing a toy truck, and the truck moves a little bit. Next the child pushes the toy truck harder, and the truck moves farther.*

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

IND **DO:** Place a toy truck or car on the desk.

ALT *I placed a toy truck/car on the desk.*

SAY: I am going to push the truck/car softly.

DO: Softly push the truck or car.

ALT *I pushed the truck/car softly, and the truck/car rolled a little bit.*

DO: Reset the truck or car.

SAY: Now I am going to push the truck/car with a hard push.

DO: Push the truck or car with a hard push.

ALT *I pushed the truck/car with a hard push, and the truck/car rolled to the end of the desk.*

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



7

DO: Play the video. As the video plays,

SAY: This video shows a child pushing an orange ball into a green ball.

ALT *The video starts with a child pushing an orange ball into a green ball. The green ball rolls a little bit.*

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

SAY: this far

ALT *The picture shows the child and balls. The green ball is a little past the middle of the screen.*

SAY: this far

ALT *The picture shows the child and balls. The green ball is almost at the end of the screen.*

8

DO: Play the video. As the video plays,

SAY: This video shows three different people pushing a toy truck on a table. First a 5-year-old child pushes the truck, then a teenager pushes the truck, and last an adult pushes the truck.

ALT *The video starts off with a toy truck on a table. A child pushes the toy truck on the table. The truck moves slowly and then stops. A teenager pushes the toy truck on the table. The toy truck moves a little faster and to the end of the table before stopping. An adult pushes the toy truck on the table. The toy truck moves even faster and rolls off the table.*

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



9

DO: Play the video. As the video plays,

SAY: This video shows a boy pushing a toy truck three different times. The first time, he pushes just the truck. The second time, he pushes the truck with one book in it. The third time, he pushes the truck with two books in it.

ALT *The video starts with a boy pushing a toy truck on a table. The truck rolls quickly to the end of the table. Next the boy places a book in the back of the truck and pushes it. The truck rolls slower than the first time. Then the boy places two books in the back of the truck and pushes it. The truck rolls even slower and stops before the end of the table.*

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

10

POINT TO to the chart and

SAY: A ball was pushed three times. This chart shows how hard the ball was pushed and how far it went each time.

READ the chart.

ALT *The picture shows a chart titled “Ball Being Pushed.” Push 1 was soft, and the ball traveled 2 feet. Push 2 was medium, and the ball traveled 4 feet. Push 3 was hard, and the ball traveled 6 feet.*

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.

— 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— Equilibrium	6	Video	Cup of room temperature water Cup of ice cold water
Orienting Activity 2— Moving Objects	9	Pen	Door
No. 6	10	Video	Toy truck or car