**California Alternate Assessment** 

California Assessment of Student Performance and Progress

# Science Administration Planning Guide

*This guide is intended for use by test site coordinators and test examiners to guide, plan, and schedule California Alternate Assessment (CAA) for Science testing between September 19, 2023, and the end of each school district’s 2023–‍24 instructional calendar.*

*This guide does not contain test content.*

**2023–24**

**Grade Eight, Form** **3** 

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## Introduction

### What is the California Alternate Assessment (CAA) for Science?

The CAA for Science is a computer-based California Assessment of Student Performance and Progress (CAASPP) assessment designed for students with the most significant cognitive disabilities and for whom an individualized education program (IEP) team has designated the use of an alternate assessment on statewide summative assessments.

The CAA for Science design philosophy supports the diverse needs of students by ensuring standardization while still allowing flexibility, enabling the greatest range of students to demonstrate their science content knowledge.

### Form Assignments

Administration Planning Guides and *Directions for Administration (DFAs)* are form-specific.

Each local educational agency (LEA) is assigned **one** of four forms for all CAA for Science administration materials. The exception is for the largest districts, which receive form assignments at the school level. All grade levels within an LEA will have the same form assignment. For example, if an LEA is assigned to Form 1, the LEA will use Form 1 of the Administration Planning Guides and *DFAs* for each grade level tested. Form assignments can be found on the [2023–24 CAA for Science Form Assignments](https://www.caaspp.org/administration/about/caa/caa-science-assignments.2023-24.html) web page.

### Purpose and Use of This Administration Planning Guide

This guide provides the following:

* Basic information about the CAA for Science administration and test security
* Information about factors to consider when deciding the best time to administer a CAA for Science embedded performance task (PT)
* The science content being assessed this year
* A blank testing planner to assist in determining when to administer each embedded PT

**Administration Planning Guides are not intended to guide instruction or to limit what science content is taught in the classroom.**

Administration Planning Guides are made available in advance to give teachers and test examiners as much time as possible to plan how best to integrate each of the four embedded PTs into the 2022–23 instructional calendar.

The test examiner tutorial necessary to administer the 2023–24 CAA for Science will be available beginning in summer 2023. The CAA for Science embedded PTs will be available for administration beginning September 19, 2023.

### Test Security

This guide contains no test content and is not secure, but is intended for use only by CAASPP test site coordinators and test examiners for the purposes of planning and scheduling testing. Follow these guidelines to ensure the security of the CAA for Science embedded PTs:

**The downloadable *DFA* and the online embedded PTs, as referenced in this document, contain test content and must be kept secure at all times. *DFA*s should only be downloaded just prior to administering an embedded PT.**

* Access to *DFAs* in the Test Operations Management System is available only to the following user roles: test examiners, site coordinators, and local educational agency coordinators.
* *DFAs* will be available beginning September 19, 2023.
* Online content in the test delivery system, the downloadable *DFA*, and the orienting activities outlined in the *DFA* must be kept secure. *DFAs* that were printed for test examiners must be kept in a securely locked room or locked cabinet when not in use.
* After an embedded PT has been administered, its *DFA* must be immediately and securely destroyed.
* Any electronic files on the test examiner’s or test site coordinator’s device need to be securely deleted in such a way that the files do not remain in a temporary storage location such as the Windows Recycle Bin, where they can be undeleted.
* Once a test examiner begins an embedded PT with a student, it must be completed and submitted in the test delivery system within **45 calendar days** and before the end of the school’s instructional calendar or July 15, 2024, whichever comes first.

### Administering the 2023–24 CAA for Science

The [*Preparing for Administration (PFA)*](https://www.caaspp.org/rsc/pdfs/CAA.Science.Operational.PFA.2023-24.pdf) document is located on the CAASPP website and is available for the 2023–24 administration. This document should be used to prepare to administer the CAA for Science. The information contained in the *PFA* was previously found at the beginning of the *DFA*. There is one *PFA* used for all grade levels and forms. The *PFA* is a nonsecure document that is available for all LEAs in Moodle, and the CAASPP website where you can review or print if desired.

The 2023–24 CAA for Science is composed of four embedded PTs that are administered online to students.

* Each embedded PT is intended to be **administered shortly after the student has received related science instruction.**
* All four embedded PTs must be attempted by the student to complete the administration.
* The embedded PTs can be administered in any order between September 19, 2023, and the end of the instructional calendar or July 15, 2024, whichever comes first.

Each embedded PT assesses two Science Connectors from the same science domain with two corresponding sets of five test questions, each prefaced by an orienting activity. An orienting activity is a nonscorable activity that is designed to engage and familiarize a student with a science concept that the student was previously taught. In some cases, the test examiner completes hands-on exercises with the student during testing and may be required, beforehand, to prepare some commonly available materials found in the classroom or prepare graphics provided in the *DFA*. **There should not be a need to purchase materials just for testing.**

**The *DFA* will provide test examiners with guidelines on how to individualize the orienting activities and designated items. Please note that all items may be individualized based upon the student’s IEP.**

A blank testing planner is provided at the end of this document (refer to table 8) to aid in scheduling administration of each of the embedded PTs for your student(s) based on when the related content will be taught.

## Assessed Standards

The CAA for Science, which is based on the Science Connectors, measures knowledge, skills, and abilities that are appropriate for this student population. The Science Connectors are derived from the California Next Generation Science Standards Performance Expectations (PEs). They provide alternate standards and alternate science learning goals to guide science instruction and assessment for students with the most significant cognitive disabilities. The PEs that the assessed Science Connectors are derived from can be found in the [*CAA for Science Blueprint*](https://www.cde.ca.gov/ta/tg/ca/documents/caascienceblueprint.docx) web document.

These Science Connectors are further broken down into assessment targets made up of more discrete focal knowledge, skills, and abilities (FKSAs), which describe what students should know and be able to do in science; and, at the simplest level, the essential understandings (EUs), which are the basic concepts students should know and be able to do in science. This is presented as a continuum in figure 1.



Figure 1. CAA for Science Standards Continuum

Keep this structure in mind as you review the content being assessed this year. Test questions are written to assess the FKSAs and EUs. Each Science Connector has between one and six FKSAs and one EU. The EU will always be assessed, but not all of the FKSAs will be assessed in a single embedded PT; therefore, not all of the FKSAs are provided in this guide. Assessment of Science Connectors with more than one FKSA may occur over multiple years.

The following pages provide the Science Connectors and associated FKSAs and EUs being assessed this year, organized by science domain. The third column of each Connector table contains descriptions of ways in which a student may demonstrate mastery of the FKSA or EU to be assessed. These mastery statements describe specific actions the student will take, such as identifying, recognizing, or comparing information in the Science Connector being assessed, and are found in the column labeled “Students Will Be Able To….” These statements describe ***only those Science Connectors assessed this year*** and do **not** necessarily address all of the FKSAs associated with a particular Science Connector. A complete list of the Science Connectors, FKSAs, and EUs can be found in the [*California Next Generation Science Standards Core Content Connectors for Alternate Assessments*](https://www.cde.ca.gov/ta/tg/ca/documents/ngssaltconnectors.docx)web document.

### Life Sciences Connectors

#### MS-LS1-2

*Identify the function of a cell as a whole and the function of a cell wall or cell membrane by using a model of a cell.*

Table 1. MS-LS1-2, FKSA and EU

| **Connector Component** | **Definition** | **Students Will Be Able To…** |
| --- | --- | --- |
| FKSA | Ability to identify the function of a cell as a whole by using a model of a cell.  Ability to identify the function of a cell wall by using a model of a cell.  Ability to identify the function of a cell membrane by using a model of a cell. | Recognize that cells are the building blocks for all parts of multicellular organisms.  Identify the functions of the cell wall.  Identify the functions of the cell membrane.  Recognize that an individual cell in multicellular organisms cannot carry out its functions alone.  Identify that plants and animals are made of cells. |
| EU | Identify a model of a cell. | * Identify a model of a cell. |

#### MS-LS3-2

*Use a model, through observation, to identify that a variety of inherited traits passed from parents to offspring lead to differences in offspring (e.g., eye color, fur pattern, plant height).*

Table 2. MS-LS3-2, FKSA and EU

| **Connector Component** | **Definition** | **Students Will Be Able To…** |
| --- | --- | --- |
| FKSA | * Ability to identify that a variety of inherited traits passed from parents to offspring lead to differences in offspring (e.g., eye color, fur pattern, plant height). | When shown the two parents of a plant or animal, identify the parent that contributed a specific trait to an offspring plant or animal.  When shown the two parents of a plant or animal, identify which parents contributed specific traits to two or more plant or animal offspring. |
| EU | Identify similarities and differences between animal or plant parents and their offspring. | Identify a trait that is similar when comparing a parent and offspring plant or animal.  Identify a trait that is different when comparing a parent and offspring plant or animal. |

### Physical Sciences Connectors

#### MS-PS2-1

*Through observation and demonstration, identify that when objects collide, the contact forces transfer energy and changes the objects’ motions.*

Table 3. MS-PS2-1, FKSA and EU

| **Connector Component** | **Definition** | **Students Will Be Able To…** |
| --- | --- | --- |
| FKSA | Recognize a solution to a problem involving the motion of two colliding objects. | * Identify clothing or gear that minimizes the effect of a collision. * Identify common packaging that minimizes the effect of a collision. * Identify features of modes of transportation that minimize the effect of a collision. * Recognize how a solution to the problem of a collision was effective. |
| EU | Recognize the result of the implementation of a solution to the problem of two objects colliding. | * Identify how the movement of two objects will change when they collide. |

#### MS-PS3-2

*Describe how a change in distance changes the amount of potential energy stored in the system (e.g., carts at varying positions on a hill) by using models.*

Table 4. MS-PS3-2, FKSA and EU

| **Connector Component** | **Definition** | **Students Will Be Able To…** |
| --- | --- | --- |
| FKSA | Ability to describe how changing distance changes the amount of potential energy stored in the system (e.g., carts at varying positions on a hill) by using models. | Identify whether the energy of an object increases or decreases when its position relative to the ground changes.  Identify the reason that the energy of an object changes when the position of the object changes relative to the ground. |
| EU | Identify that the potential energy of an object changes when a force is changed (e.g., bringing an object up or down a hill). | * Identify which of two objects has more energy based on their position relative to the ground. |

### Earth and Space Sciences Connectors

#### MS-ESS3-3

*Use data from an existing design solution for minimizing a human impact on the environment to identify limitations of the use of technologies employed by the solution.*

Table 5. MS-ESS3-3, FKSA and EU

| **Connector Component** | **Definition** | **Students Will Be Able To…** |
| --- | --- | --- |
| FKSA | * Ability to use data from an existing design solution for minimizing a human impact on the environment to identify limitations of the use of technologies employed by the solution. | * Recognize the limitations of a solution which minimizes harm to the environment. * Use data to determine which technology provides the best solution to an environmental problem. |
| EU | * Identify a way humans can minimize their impact on the environment. | * Identify ways people can help the environment. * Identify ways people can mitigate harm to the environment. |

#### MS-ESS3-4

*Using a variety of resources (e.g., tables, graphs, maps), identify whether changes made by humans to Earth’s natural resources have impacted natural systems.*

Table 6. MS-ESS3-4, FKSA and EU

| **Connector Component** | **Definition** | **Students Will Be Able To…** |
| --- | --- | --- |
| FKSA | Ability to identify if changes that humans have made to Earth’s natural systems have positive impacts, negative impacts, or some combination of positive and negative impacts using a variety of resources. | * Identify a positive impact that is a result of a human-caused change to a natural system. * Identify a negative impact that is a result of a human-caused change to a natural system. |
| EU | Recognize the relationship between an increase in human population and an increase in the consumption of food and natural resources. | * Recognize the relationship between more people and the use of more resources. |

#### MS-ESS3-5

*Find evidence of the effects of human activities on changes in global temperatures over the past century by using a variety of resources (e.g., tables, graphs, maps of global and regional temperatures, data on atmospheric levels of gases (such as carbon dioxide and methane), data on rates of human activities.*

Table 7. MS-ESS3-5, FKSA and EU

| **Connector Component** | **Definition** | **Students Will Be Able To…** |
| --- | --- | --- |
| FKSA | Ability to find evidence of the effects of human activities on changes in global temperatures over the past century by using a variety of resources. | * Use information to recognize that the temperature of Earth has been increasing over the last century. * Identify two pieces of evidence that support the assertion that the temperature of Earth has been increasing over the last century. |
| EU | Identify ways that human activities affect the environment (e.g., agriculture, pollution, recycling, city growth). | * Identify one example of a human activity that helps the environment. * Identify one example of a human activity that is harmful to the environment. |

## Testing Planner for Form 3

Use the planner in table 8 to aid in scheduling testing for your student(s) based on when the related content will be taught.

Test Examiner:

School:

Grade:

Table 8. 2023–24 CAA for Science Grade Eight Testing Planner

| **Associated Science Connectors** | **Date(s) Related Instructional Content Will Be Taught** | **Scheduled Testing Date(s)** |
| --- | --- | --- |
| Life Sciences:  MS-LS1-2  MS-LS3-2 | Add date(s) here: | Add date(s) here: |
| Physical Sciences:  MS-PS2-1  MS-PS3-2 | Add date(s) here: | Add date(s) here: |
| Earth and Space Sciences A:  MS-ESS3-3  MS-ESS3-5 | Add date(s) here: | Add date(s) here: |
| Earth and Space Sciences B:  MS-ESS3-3  MS-ESS3-4 | Add date(s) here: | Add date(s) here: |