Training Sample

Embedded Performance Task:

"Let's Classify"

California Alternate Assessment for Science

Purpose of the Pilot Test

Embedded Performance Tasks (PTs)

The California Alternate Assessment (CAA) for Science pilot is administered one on one by a test examiner as an embedded performance task (PT) that will be available to test examiners in PDF form. The test examiner reads an embedded PT to a student and uses a rubric to determine the student's score for that task. The pilot test will assess the performance of newly developed California Next Generation Science Standards–aligned embedded PTs. Students will not receive scores for the pilot test; however, student participation data will be collected and reported for accountability.

The concept of embedding a PT relies on students receiving instruction on a particular topic, and then, shortly afterward, getting assessed on that topic by a test examiner using the embedded PT. For this pilot, it is permissible to instruct the student after the test examiner has previewed the embedded PT content. However, the student may not receive any additional instruction once the embedded PT has started.

Training Sample of the Embedded PT

The embedded PT contained in this document is a training sample for gaining familiarity with the assessment format. This is a nonsecure document that can be shared with anyone. (The embedded PTs for the science pilot, provided separately, **must** be kept secure at all times.)

Training Sample—Nonsecure

Guide for Embedding PT into Classroom Instruction

Information on the Core Content Connector (Connector)

This table contains the elements associated with the Connector that is being assessed by the following two items in this PT. The information provided below should be used to determine in which unit of classroom instruction this PT should be embedded.

Performance Expectation (PE): 5-PS1-3	Make observations and measurements to identify materials based on their properties.

Connector	Classify through observation materials (e.g., shape, texture, buoyancy, color, magnetism, solubility) by physical properties.

Focal Knowledge, Skills, and Abilities (FKSA) 1	**Demonstrate mastery by:**	**How mastery is demonstrated:**
Ability to classify materials by physical properties.	Item 1. The student can identify the physical properties of materials.	Identifying shape, texture, buoyancy, color, magnetism, solubility, hardness, solid, liquid
	Item 2. The student can classify materials based on their physical properties.	A. Moving materials or pictures of materials into groups B. Placing materials, pictures of materials, or names of materials into columns on a chart based on common physical properties

Essential Understanding (EU)	Match materials with similar physical properties (e.g., color, hardness, response to magnets).

Embedded PT *Directions for Administration* (*DFA*):

The steps for the required activity in each item must be administered as written except for sections IN ALL CAPS, which indicate content that the teacher/TE may modify for students. The teacher/TE may choose to use the exemplar that is provided at the start of each step without any modification.

- Modifications must be documented either electronically or on a hard copy.
- Modifications should be based on the teacher's/TE's knowledge of the instructional approach provided for each student, the student's individualized education program, and the available materials.

Training Sample—Nonsecure

Item 1:

Focus
The student can identify the physical properties of materials.

Purpose
The purpose of this item's activity is to provide students with an opportunity to examine the physical properties of materials and record their observations.

Overview of Required Activity
The student should have an opportunity to engage in an activity that provides evidence that: 1. The student can identify two physical properties of each material when given the opportunity to observe four materials. The materials selected must have both common and different physical properties that fall into two dichotomous groups. Physical properties that can be assessed are provided in the Checklist of Physical Properties and Materials Table. 2. The student can interact with the materials and/or the teacher/TE to record the physical properties in the Observation Data Table.

Required Activity *DFA*:
Step One: Select two different pairs of properties to assess from the Checklist of Physical Properties and Materials Table on the next page. Record your choices with a check mark in the box provided. Next, select four different materials from the Checklist of Physical Properties and Materials Table, or document alternate materials you will use that have the properties being assessed. Record your choices with a check mark in the box provided. If alternate materials not listed are being used, write the names of the alternate materials on the lines provided. If you plan to use the exemplar for the required activity, then place a check mark next to the properties and materials indicated by an asterisk in the Checklist of Physical Properties and Materials Table.

Step One (continued): Select two pairs of physical properties and the four types of materials used.

Checklist of Physical Properties and Materials Table	
Physical Properties	**Materials**
☐Clear/Opaque (not clear)	☐Ball—hard plastic or soft foam
☐Colored/Colorless (clear)	☐Block—hard plastic or soft foam
☐Hard/Soft *	☐Coin *
☐Sink/Float *	☐Cotton ball *
☐Smooth/Rough	☐Ice cube
☐Magnetic/Not magnetic	☐Metal bolt (magnetic)
☐Solid/Liquid	☐Magnet
☐Soluble in water/Insoluble in water	☐Marshmallow *
☐Square/Round	☐Metal paper clip (magnetic) *
☐Very distinctly different colors, such as red/blue, black/white, pink/yellow	☐Water—plain and with food coloring
	☐Wooden pencil
	ALTERNATE MATERIALS
	☐ *BELOW, RECORD UP TO FOUR ALTERNATE MATERIALS YOU WILL USE.* *1.* _____ *2.* _____ *3.* _____ *4.* _____

***** Physical properties and materials used in the exemplar activity

Step Two: Prepare either the exemplar Observation Data Table (see page 9) OR the modifiable Observation Data Table (page 10) for student use.

- If you are NOT using the exemplar for the required activity, then the modifiable Observation Data Table must be filled out, either as a hard copy or electronically via PDF markup, with the physical properties and materials you selected in *Step One* before student use by inserting pictures and/or labels of materials into row 1 and physical property labels into rows 2–3.
- If the student's data will be recorded on paper, print out the selected version of the table.

Step Three: Gather the materials that you selected in *Step One*.

Step Four: Provide the student with either the exemplar or your modified introduction to the activity. Explain to the student that she/he will be observing some physical properties of materials by either reading the exemplar introduction to the student OR modifying the terms used in the exemplar introduction to be appropriate for the student's mastery of science vocabulary since the vocabulary used should not be an impediment to the student's understanding of the item.

Exemplar for Introduction to Required Activity
WE ARE GOING TO OBSERVE SOME PHYSICAL PROPERTIES OF MATERIALS. PHYSICAL PROPERTIES ARE PROPERTIES OF MATERIALS THAT WE CAN SEE, FEEL, AND SOMETIMES MEASURE WITHOUT CHANGING THE MATERIAL. COLOR, HARDNESS, AND STATE OF MATTER ARE ALL PHYSICAL PROPERTIES. (SCIENCE TERMS MAY BE MODIFIED TO BE UNDERSTANDABLE TO THE STUDENT.)

Modified Introduction to Required Activity
Record below the modified introduction you will read to the student.

Step Five: Begin the required activity with the student.

A. Provide one material to the student.
B. Allow the student to examine the material and make tactile and/or visual observations.
C. Ask the student to indicate whether the material has one or the other of the first pair of properties.
D. Have the student record observations in the Observation Data Table that you modified in *Step 2*, or provide a spoken response, which you must record in the previously modified Observation Data Table.
    - While using the previously modified Observation Data Table, the student may also respond by gesture, eye gaze, or another means of communication. You must also record student responses made using these types of communication in the previously modified Observation Data Table.
E. Repeat *Step Five A–Step Five D* with the remaining three materials.
F. Repeat *Step Five A–Step Five E* for the second pair of properties using the same four materials.

An exemplar for the required activity is provided in the table below, which, if preferred, can be followed as shown without modifications.

Exemplar for Required Activity

Purpose: This exemplar activity uses the properties and materials indicated by an asterisk in the Checklist of Physical Properties and Materials Table. The selected materials have similarities and differences, which are easily observed, that will support identification of the selected physical properties. Familiarity with student behaviors should guide the selection of appropriate materials. For example, if students tend to place objects in their mouths, objects that do not present a choking hazard should be used.

Teacher/TE Preparation: Gather the following materials and tools.

One per Classroom	One per Student
• Coin • Metal paper clip • Container of water for sink/float observation	• Cotton ball • Marshmallow

Procedures:

1. Provide the coin to the student.
2. Allow the student to examine the coin.
3. Ask the student to indicate whether the coin is hard or soft.
4. Have the student record his/her observation of the coin, or provide a response for you to record, on the exemplar Observation Data Table.
5. Repeat *Procedures 1–4* with the cotton ball, marshmallow, and metal paper clip.
6. Put the container of water where the student can see and/or reach the container.
7. Provide the coin again to the student.
8. Direct the student to place the coin in the container of water, or place the coin in the container of water for the student.
9. Direct the student to observe what happens when the coin is placed in the container of water.
10. Ask the student to indicate whether the coin sinks or floats.
11. Have the student record her/his observations, or provide a response for you to record, on the exemplar Observation Data Table.
12. Repeat *Procedures 6–11* with the cotton ball, marshmallow, and metal paper clip.

Step Six: Score the student's responses using the required scoring rubric provided below, which must be used with both the exemplar and the modified required activity.

Scoring Rubric:
The student receives one point for each physical property that is correctly identified, for a total of eight points. Record the number of physical properties correctly identified by the student below.

Number of Physical Properties Identified Correctly: _____

The student also receives from zero to three points for his/her level of independence while completing this item, as described in the table below. Record the student's level of independence with a check mark in the box provided. You may only select one level. If the item is administered in more than one session, the Level of Independence score must be evaluated as a total across all sessions. It may be necessary to document the Level of Independence score for each session in which the item is administered and average the score for each session to come to a final 0–3 point score for the item.

Level of Independence	**Points**	**Student's Level**
Student responds to item/direction with no additional prompting required	3	☐
1–2 verbal/American Sign Language (ASL) prompts to respond to the item/direction are needed	2	☐
3–4 verbal/ASL and/or physical prompts to respond to the item/direction are needed	1	☐
The student does not respond or orient to the item	0	☐

There is a total of 11 possible points. To determine the student's total score for Item 1, add the points received for the number of physical properties identified correctly to the student's level of independence. Record the student's total score for Item 1 below.

Student's Total Score for Item 1: _____

Training Sample—Nonsecure

Observation Data Table

Metal paper clip	Cotton ball	Marshmallow	Coin
			
Hard Soft	Hard Soft	Hard Soft	Hard Soft
Sink Float	Sink Float	Sink Float	Sink Float

Training Sample—Nonsecure

Observation Data Table

_____	_____	_____	_____
_____ _____	_____ _____	_____ _____	_____ _____
_____ _____	_____ _____	_____ _____	_____ _____

Item 1 Exemplar for Required Activity Answer Key	
Material	**Physical Properties**
Metal Paper Clip	Hard, Sink
Cotton Ball	Soft, Sink
Marshmallow	Soft, Float
Coin	Hard, Sink

In the left column, list the four materials being evaluated in the required activity if the exemplar activity is not used. In the right column, list the two physical properties of each material.

Item 1 Required Activity Answer Key	
Material	**Physical Properties**

Item 2:

Focus
The student can classify materials based on their physical properties.

Purpose
The purpose of this item's activity is to provide students with an opportunity to compare and contrast the physical properties of materials in order to classify materials with similar physical properties together.

Overview of Required Activity
The student should have an opportunity to engage in an activity that provides evidence that: 1. The student can evaluate the common physical properties of four materials and then classify the materials based on those physical properties. 2. The student can interact with the materials and/or the teacher/TE to record the physical properties in the Physical Properties Classification Table.

Required Activity *DFA*:
Step One: Gather the student's Observation Data Table completed in Item 1 and the materials used in Item 1.

Step Two: Prepare either the exemplar Physical Properties Classification Table (see page 16) OR the modifiable Physical Properties Classification Table (page 17) for student use.

- If you are NOT using the exemplar for the required activity, then the modifiable Physical Properties Classification Table must be filled out, either as a hard copy or electronically via PDF markup, with the physical properties you selected in Item 1's Checklist of Physical Properties and Materials Table before student use by inserting physical property labels into row 1.
- If the student's data will be recorded on paper, print out the selected version of the table.

Step Three: Provide the student with either the exemplar or your modified introduction to the activity. Remind the student that she/he observed some physical properties of materials and explain the student will now be classifying those materials by either reading the exemplar introduction to the student OR modifying the terms used in the exemplar introduction to be appropriate for the student's mastery of science vocabulary since the vocabulary used should not be an impediment to the student's understanding of the item.

Exemplar for Introduction to Required Activity
PHYSICAL PROPERTIES, SUCH AS THOSE YOU OBSERVED, CAN BE USED TO CLASSIFY MATERIALS. CLASSIFICATION IS THE GROUPING TOGETHER OF MATERIALS WITH SIMILAR PHYSICAL PROPERTIES. YOU ARE NOW GOING TO BE CLASSIFYING THE MATERIALS YOU OBSERVED. (SCIENCE TERMS MAY BE MODIFIED TO BE UNDERSTANDABLE TO THE STUDENT.)

Modified Introduction to Required Activity
Record below the modified introduction you will read to the student.

Step Four: Begin the required activity with the student.

A. Remind the student that he/she may refer to the completed Observation Data Table and reexamine the material. If the student was unable to successfully complete Item 1, the sink/float step can also be repeated, so that the student can observe how each material behaves.
B. Provide one material to the student and allow the student to examine the material.
C. Have the student place either the actual materials, pictures, and/or labels of the materials onto the Physical Properties Classification Table that you modified in *Step Two*, or provide a spoken response which you must record in the previously modified Physical Properties Classification Table.
    - If the actual materials are used, there must be four of each material, so that if a student chooses to respond by placing one of every material in up to four (all) of the table's columns that response will be possible.

- While using the previously modified Physical Properties Classification Table, the student may also respond by gesture, eye gaze, or another means of communication. You must also record student responses made using these types of communication in the previously modified Observation Data Table.

D. Repeat *Step Four A–Step Four C* with the remaining three materials.

An exemplar for the required activity is provided in the table below, which, if preferred, can be followed as shown without modifications.

Exemplar for Required Activity
Purpose: This exemplar activity uses the properties and materials indicated by an asterisk in the Checklist of Physical Properties and Materials Table. The selected materials have similarities and differences that will support classification based on the selected physical properties, which are easily observed. *Teacher/TE Preparation:* Gather four coins, cotton balls, marshmallows, and metal paper clips. If you do not have four of each material, then print and cut out the exemplar labeled pictures of the four materials (page 18). For sanitary reasons, it may be necessary to provide fresh marshmallows for each student—knowledge of the student will inform this need. *Procedures:* 1. Remind the student that he/she may refer to the completed Observation Data Table. 2. Provide the student with four actual coins of the same type or the four labeled pictures of a coin and allow the student to examine them. 3. Have the student classify the coin by placing a coin in each response column that is labeled with a physical property of the coin, or provide a response for you to record, on the exemplar Physical Properties Classification Table. 4. Repeat *Procedures 1–3* with the cotton ball, marshmallow, and metal paper clip.

Step Five: Score the student's responses using the required scoring rubric provided below, which must be used with both the exemplar and the modified required activity.

Scoring Rubric:
The student receives one point for each material that is correctly classified, for a total of eight points. Record the number of materials correctly classified by the student below.

Number of Materials Classified Correctly: _____

The student also receives from zero to three points for his/her level of independence while completing this item, as described in the table below. Record the student's level of independence with a check mark in the box provided. You may only select one level. If the item is administered in more than one session, the Level of Independence score must be evaluated as a total across all sessions. It may be necessary to document the Level of Independence score for each session in which the item is administered and average the score for each session to come to a final 0–3 point score for the item.

Level of Independence	**Points**	**Student's Level**
Student responds to item/direction with no additional prompting required	3	☐
1–2 verbal/ASL prompts to respond to the item/direction are needed	2	☐
3–4 verbal/ASL and/or physical prompts to respond to the item/direction are needed	1	☐
The student does not respond or orient to the item.	0	☐

There is a total of 11 possible points. To determine the student's total score for Item 2, add the points received for the number of materials classified correctly to the student's level of independence. Record the student's total score for Item 2 below.

Student's Total Score for Item 2: _____

Training Sample—Nonsecure

Physical Properties Classification Table

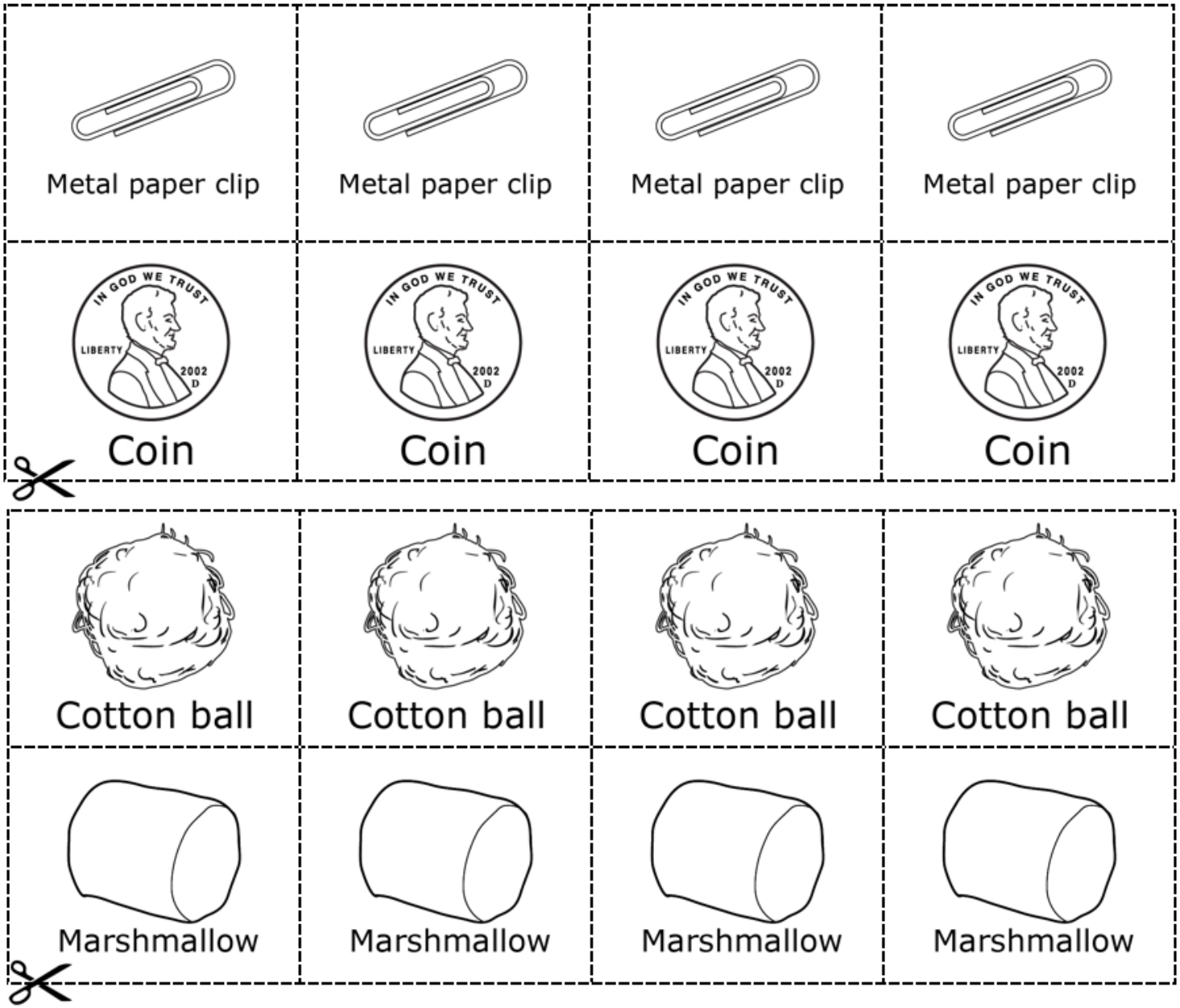
Hard	Soft	Sinks	Floats

Training Sample—Nonsecure

Physical Properties Classification Table

_____	_____	_____	_____

Training Sample—Nonsecure



Item 2 Exemplar for Required Activity Answer Key	
Physical Property	**Materials**
Hard	Metal Paper Clip, Coin
Soft	Cotton Ball, Marshmallow
Sink	Metal Paper Clip, Coin, Cotton Ball
Float	Marshmallow

In the left column, enter the four physical properties being evaluated. In the right column, list the materials that have each of the physical properties.

Item 2 Required Activity Answer Key	
Physical Property	**Materials**