



California Assessment of  
Student Performance and Progress

## **2018–19 CAA for Science Administration Planning Guide: Grade Five**

*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 January 8, 2019, and the end of your instructional calendar.*

*This guide does not contain test content.*

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## Introduction

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

The CAA for Science is an online 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 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.

### Purpose of This Administration Planning Guide

This guide provides information about what to consider when deciding the best time to administer a CAA for Science performance task to a student, the basic steps to administering a performance task, and what to consider about individualization based upon a student's needs. In addition, this guide informs teachers and test examiners about the two science connectors that are aligned with each performance task and a schedule planner template to assist in the planning of when to administer each performance task.

### Considerations for Planning CAA for Science Testing

Teachers and test examiners should review this guide as early as possible in order to plan how best to integrate each of the three embedded performance tasks (PTs) into the instructional calendar. The directions necessary to administer the actual embedded PTs, called the *Directions for Administration (DFA)*, will be available as downloadable files beginning January 8, 2019. Test examiners should download the assigned version of the performance task *DFA* just prior to the administration of the performance task.

*DFAs* are specific to each embedded PT and to the CAA for Science version assigned to the school. The school-level version assignments can be found on CAASPP.org. To foster test security, download a *DFA* only when preparing to administer a specific embedded PT, and destroy the *DFA* after testing.

The embedded PTs can be administered in any order between January 8 and the end of the instructional calendar or July 15, whichever comes first. Each PT is intended to be administered following related instruction.

### 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 purpose of planning and scheduling testing. Follow these guidelines to ensure security of the CAA for Science embedded PTs:

- **The downloadable *DFA* and the online PTs referred to in this document contain test content and must be kept secure at all times.**
- 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 should be securely deleted from the test examiner’s or test site coordinator’s device in such a way that the file does not remain in a temporary storage location such as Windows’ Recycle Bin, where it 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.

## Questions and Answers About Administration

### What Do I Need to Know About Administering the 2018–19 CAA for Science?

The CAA for Science in 2018–19 is comprised of three embedded PTs that are administered online to students. All three performance tasks must be attempted to complete the administration. Each embedded PT assesses two Science Connectors and two corresponding sets of five test questions, each prefaced by an orienting activity. An orienting activity is nonscorable activity that is designed to engage and familiarize students to a science concept that they were previously taught. In some cases, the test examiner completes hands-on exercises with the student during testing and may be required to prepare some commonly available materials found in the classroom beforehand. **There should not be a need to purchase materials just for testing.**

### When Do I Administer the Embedded PTs?

Test examiners must administer embedded PTs to a student any time during the normal course of instruction between January 8, 2019, and the end of the instructional calendar or July 15, whichever comes first. A list of the Science Connectors being assessed can be found in the next section to assist in planning. The test examiner should administer an embedded PT shortly after the student has received instruction on the two Science Connectors in that specific PT.

Each of the three embedded PTs is available as a separate test in the test delivery system, enabling the test examiner to administer it in any order and at any time. For example, a student learns the concepts in PT 2, “Energy and Physical Properties,” in January, and the test examiner administers the PT at the end of January. In March, the student learns the concepts in PT 1, “Body Structures and Food Chains,” and the test examiner administers the PT in early April. Finally, the student learns the concepts in PT 3, “Fossils and Shadows,” in

late April, and the test examiner administers the PT in early May, thereby completing the CAA for Science testing requirement for the student.

Table 1 displays a sample of a CAA for Science schedule that shows testing dates based on dates when related instructional content is planned to be taught. A test examiner may use the schedule template on page 11 to enter dates for administering each embedded PT.

**Table 1. Sample 2018–19 CAA for Science Grade Five Testing Schedule Planner**

PT	Embedded PT Name	Associated Science Connectors	Date(s) Related Instructional Content Will Be Taught	Scheduled Testing Date(s)
1	Body Structures and Food Chains	<b>4-LS1-1:</b> Body Structures <b>5-LS2-1:</b> Food Chains	March 2019	Week of March 25, 2019
2	Energy and Physical Properties	<b>4-PS3-2:</b> Energy <b>5-PS1-3:</b> Physical Properties	January 2019	Week of February 4, 2019
3	Fossils and Shadows	<b>4-ESS1-1:</b> Fossil <b>5-ESS1-2:</b> Shadow	April 2019	Week of May 6, 2019

## How Do I Administer an Embedded PT?

Take the following steps to prepare and administer an embedded PT:

1. Obtain certification to be a test examiner by completing the online, self-guided, CAA Test Examiner Tutorial.
2. Download the version-specific, PT-specific *DFA* document from the [Test Operations Management System](#) to prepare for administering the embedded PT to a student. (For security purposes, do not download the *DFA* any earlier than is necessary to prepare for administration.)
3. Review the *DFA* including the list of materials and instructions to set up any necessary hands-on exercises, depending on individual student need.
4. Review the *DFA* and determine, for each student, whether exemplar orienting activities and items are appropriate or if individualization is needed (where permitted).

5. Gather any associated materials based on the provided materials list. (Note that, in some cases, test examiners may not know whether individualization is required until testing the student is underway.)
6. Log on to the test delivery system with the student. (Remember that CAA testing requires two internet-connected devices.) More information can be found on [How to Start a Test Session for the CAAs](#).
7. Use the *DFA* to guide you through administering the orienting activities and test questions to a student in the online test delivery system.

## Why Might I Individualize an Embedded PT?

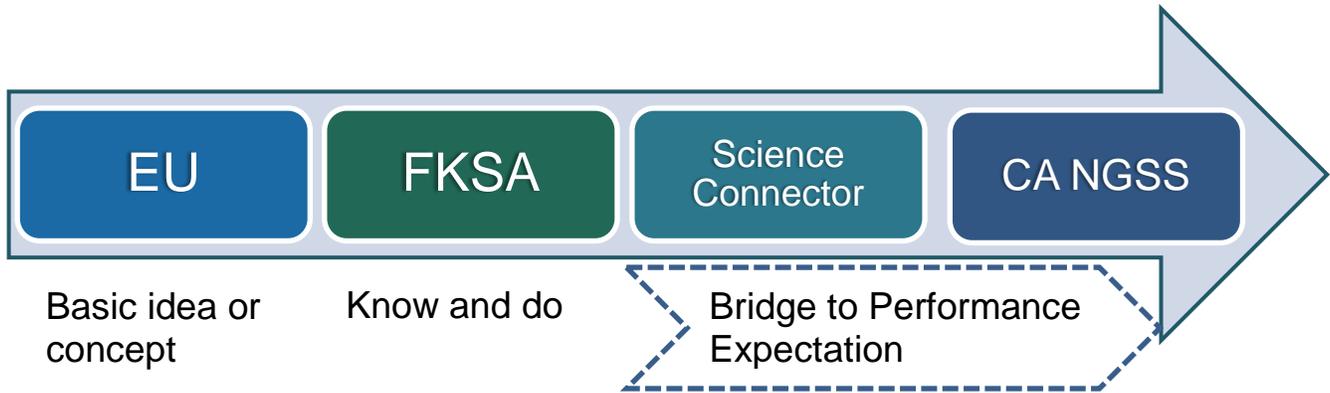
The CAA for Science embedded PTs strike a careful balance between standardized administration and maximizing student engagement. Some orienting activities and test questions can be individualized to improve student engagement. Text examiners may choose individualized options in place of the provided exemplar to make the subject matter more accessible to the student.

**Individualization is on a student-by-student basis and only permitted where explicitly stated in the *DFA*, either in the orienting activity description or in certain specific test questions.**

## Assessed Standards

The CAAs for Science, which are based on the Science Connectors, measure knowledge, skills, and abilities that are appropriate for this student population. The Science Connectors are derived from the CA NGSS performance expectations (PEs). They provide alternate standards 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](#).

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



**Figure 1. CAA Science Standards Continuum**

Keep this structure in mind as you review the content being assessed this year. Test questions are written to assess the FKSA, EUs, and, sometimes, the Science Connector. Each Science Connector has between one and six FKSA, and one EU. The EU will always be assessed, but not all of the FKSA will be assessed in a single embedded PT; therefore, not all the FKSA are provided in this guide. For those Science Connectors with more than one FKSA, assessment of all FKSA will occur over multiple years. In this case, the number of the FKSA being assessed is denoted in parentheses, e.g. “(FKSA 1).”

The following pages provide the six Science Connectors and associated FKSA and EUs for each of the three PTs being assessed this year. Remember that each PT assesses two Science Connectors, so you will see two sets of Science Connector information for each PT. The mastery statements are descriptions of ways in which a student may demonstrate mastery of the FKSA or EU to be assessed. These statements describe specific actions the student will take, such as identifying, recognizing, or comparing information contained in the Connector being assessed. The mastery statements describe **only those Science Connectors assessed this year**, and do **not** necessarily address all of the FKSA associated with a particular Science Connector.

## Task 1: Body Structures and Food Chains

### Activity 1 Science Connector: 4-LS1-1—Body Structures

Match internal and external structures of plants and animals (e.g., thorns, stems, roots, heart, stomach, lung, brain) to functions that support growth, survival, behavior, and reproduction of organisms.

Table 2. 4-LS1-1, FKSA and EU for Activity 1

Feature	Definition	How Mastery Is Demonstrated
<b>FKSA</b>	<ul style="list-style-type: none"> <li>Ability to match internal structures of an animal that support behavior of organisms. (FKSA 3)</li> <li>Ability to match external structures of an animal that support survival of organisms. (FKSA 4)</li> </ul>	<ul style="list-style-type: none"> <li>Match internal structures of humans to their functions.</li> <li>Identify how the functions of internal structures of an animal support behaviors.</li> <li>Match external structures of humans to their functions.</li> <li>Identify how the functions of external structures of an animal support survival.</li> </ul>
<b>EU</b>	<ul style="list-style-type: none"> <li>Match an external structure of an animal to its primary function (body parts; fingers to grasp, nose to smell/breathe).</li> </ul>	<ul style="list-style-type: none"> <li>Match external structures of humans to their functions.</li> </ul>

## Activity 2 Science Connector: 5-LS2-1—Food Chains

Identify a model that shows the movement of matter (e.g., plant growth, eating, composting) through living things.

Table 3. 5-LS2-1, FKSA and EU for Activity 2

Feature	Definition	How Mastery Is Demonstrated
<b>FKSA</b>	<ul style="list-style-type: none"> <li>Ability to identify a model that shows the movement of matter (e.g., plant growth, eating, composting) through living things.</li> </ul>	<ul style="list-style-type: none"> <li>Identify plants as the first living things in a food chain.</li> <li>Identify that animals eat plants.</li> <li>Identify that decomposers break down dead plants and animals.</li> <li>Identify what helps plants grow.</li> </ul>
<b>EU</b>	<ul style="list-style-type: none"> <li>Identify that an animal needs the plant in a food chain or food web and that the food chain or food web has two main parts: producer and consumer.</li> </ul>	<ul style="list-style-type: none"> <li>Identify plants as the first living things in a food chain.</li> <li>Identify animals as consumers of plants.</li> </ul>

## Task 2: Energy and Physical Properties

### Activity 1 Science Connector: 4-PS3-2—Energy

Through observation of a model, identify that energy can be moved from place to place (e.g., by moving objects, through sound, light, or electric currents).

Table 4. 4-PS3-2, FKSA and EU for Activity 1

Feature	Definition	How Mastery Is Demonstrated
<b>FKSA</b>	<ul style="list-style-type: none"> <li>Ability to identify a model showing that energy can be moved from place to place.</li> </ul>	<ul style="list-style-type: none"> <li>Identify energy that is transferred from one object to another by movement.</li> <li>Identify energy that is transferred by electricity to produce motion, sound, heat, or light.</li> <li>Identify energy that is transferred by sound traveling from one place to another.</li> <li>Identify energy that is transferred by light traveling from one place to another.</li> <li>Identify energy that is transferred by heat traveling from one place to another.</li> </ul>
<b>EU</b>	<ul style="list-style-type: none"> <li>Identify evidence that an object has energy (e.g., moving ball, lighted light bulb).</li> </ul>	<ul style="list-style-type: none"> <li>Identify moving objects as having energy.</li> <li>Identify objects giving off light as having energy.</li> <li>Identify objects giving off sound as having energy.</li> <li>Identify objects giving off heat as having energy.</li> </ul>

## Activity 2 Science Connector: 5-PS1-3—Physical Properties

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

Table 5. 5-PS1-3, FKSA and EU for Activity 2

Feature	Definition	How Mastery Is Demonstrated
<b>FKSA</b>	<ul style="list-style-type: none"> <li>Ability to classify materials by physical properties.</li> </ul>	<ul style="list-style-type: none"> <li>Classify materials by texture.</li> <li>Classify materials by attraction by magnets.</li> <li>Classify materials by solubility.</li> <li>Classify materials by color and hardness.</li> <li>Classify materials by shape and texture.</li> </ul>
<b>EU</b>	<ul style="list-style-type: none"> <li>Match materials with similar physical properties (e.g., color, hardness, response to magnets).</li> </ul>	<ul style="list-style-type: none"> <li>Match objects by texture.</li> <li>Match objects by hardness.</li> </ul>

## Task 3: Fossils and Shadows

### Activity 1 Science Connector: 4-ESS1-1—Fossils

Identify patterns of fossils and rock formations that show how the Earth’s surface has changed over time.

Table 6. 4-ESS1-1, FKSA and EU for Activity 1

Feature	Definition	How Mastery Is Demonstrated
<b>FKSA</b>	<ul style="list-style-type: none"> <li>Ability to identify patterns of fossils and rock formations that show how the Earth’s surface has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>Identify how the Earth’s surface has changed using evidence of fossils.</li> <li>Identify how the Earth’s surface has changed using evidence of rock formations.</li> </ul>
<b>EU</b>	<ul style="list-style-type: none"> <li>Match fossils with a landscape that has changed (e.g., marine fossils in an area previously covered by water).</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that a fossil originated in a different type of landscape than where it was found.</li> </ul>

### Activity 2 Science Connector: 5-ESS1-2—Shadows

Use data to describe similarities and differences in the timing of observable changes in shadows, daylight, and the appearance of stars.

Table 7. 5-ESS1-2, FKSA and EU for Activity 2

Feature	Definition	How Mastery Is Demonstrated
<b>FKSA</b>	<ul style="list-style-type: none"> <li>Ability to use data to describe similarities and differences in the timing of observable changes in shadows. (FKSA 1)</li> </ul>	<ul style="list-style-type: none"> <li>Identify that the length of shadows changes during the day.</li> <li>Identify that the direction of shadows changes during the day.</li> <li>Use data to determine changes in shadows during the day.</li> </ul>
<b>EU</b>	<ul style="list-style-type: none"> <li>Recognize daily changes in the length and direction of shadows.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the relative length of shadows changes throughout the day.</li> <li>Identify the direction of shadows in relationship to the Sun.</li> </ul>

# Schedule Planner Template

Use the template 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:** \_\_\_\_\_ **Version Assignment:** \_\_\_\_\_

**Table 8. 2018–19 CAA for Science Grade Five Testing Planner Template**

<b>PT</b>	<b>PT Name</b>	<b>Associated Science Connectors</b>	<b>Date(s) Related Instructional Content Will Be Taught</b>	<b>Scheduled Testing Date(s)</b>
<b>1</b>	Body Structures and Food Chains	<b>4-LS1-1:</b> Body Structures <b>5-LS2-1:</b> Food Chains	<b>Add Date(s) here:</b>	<b>Add Date(s) here:</b>
<b>2</b>	Energy and Physical Properties	<b>4-PS3-2:</b> Energy <b>5-PS1-3:</b> Physical Properties	<b>Add Date(s) here:</b>	<b>Add Date(s) here:</b>
<b>3</b>	Fossils and Shadows	<b>4-ESS1-1:</b> Fossils <b>5-ESS1-3:</b> Shadows	<b>Add Date(s) here:</b>	<b>Add Date(s) here:</b>