



California Alternate Assessment for Science

Directions for Administration
Training Performance Task

Fossils and Chemical Change

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About the Directions for Administration

This *Directions for Administration (DFA)* document contains information needed by test examiners to prepare for and administer the online California Alternate Assessment (CAA) for Science training performance task, including orienting activities and scripts to read aloud to the student.

The purpose of the online CAA for Science training performance task is to familiarize students and test examiners with the test interface, item types, and overall structure of the embedded performance tasks (PTs). The training performance task represents the length and typical question types found in a single embedded PT.

Please note that this training PT contains some test questions that measure science standards not included in the CAA for Science blueprint, but are a close representation of the type of science knowledge assessed on the CAA for Science. Note the training PT does not produce a score.

This training PT is available all year and may be used at any time in preparation for the online CAA for Science assessments in grades five and eight and high school.

Online training tests can be administered in one of two ways:

1. Using the same procedures as the annual assessments, with the Test Administrator Interface, secure browser, and individual student logon information;
- or**
2. Using a standard, supported web browser to access the training tests directly, without use of the Test Administrator Interface or secure browser.

Additional Information

- [How to Start a Test Session for the CAAs](https://www.cde.ca.gov/ta/tg/ca/documents/caatestsessionrqg.pdf) web document—
<https://www.cde.ca.gov/ta/tg/ca/documents/caatestsessionrqg.pdf>
- [California Alternate Assessments](http://www.caaspp.org/administration/about/caa/) web page—
<http://www.caaspp.org/administration/about/caa/>

Using the Directions for Administration

This *DFA* contains a script for administration of a CAA for Science embedded PT. Keyword instructions for test examiners will be as follows:

Instruction in the <i>DFA</i>	How the Test Examiner Should Proceed
SAY	 <p>The test examiner reads the material out loud to the student.</p>
POINT to the flowers.	 <p>The test examiner points to the information on the screen.</p>
READ each option and POINT TO <i>or</i> POINT TO and SAY	 <p>What is the total number of flowers? The test examiner reads each option on the screen out loud while pointing to the information on the screen.</p>
DO	<p>The test examiner performs an action.</p> <ul style="list-style-type: none"> • Actions are listed as bullet points.

Student Responses

The CAAs are designed for one-on-one administration between a student and a test examiner familiar with the student. When able, students provide responses directly into the testing device. In some cases, the test examiner selects the responses indicated by the student by means that may include, but are not limited to gesture, eye gaze, and 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.**

Videos

Videos are sometimes used to provide demonstrations of scientific phenomena in the CAA for Science. **These videos do not contain audio.** Some videos contain text the test examiner must read to the student. Replay or slow down the videos as necessary to ensure each student is able to process the content.

Assessed Standards

Resources in This Section:

- CAASPP California Alternate Assessments (CAAs) web page—<http://www.caaspp.org/administration/about/caa/>
- California Department of Education (CDE) California Alternate Assessment for Science web page—<https://www.cde.ca.gov/ta/tg/ca/caascience.asp>
- CAA for Science Blueprint web document—<https://www.cde.ca.gov/ta/tg/ca/documents/caascienceblueprint.docx>

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

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](#) web page.

Each CAA for Science embedded PT measures two Science Connectors, which are further broken down into more discrete focal knowledge, skills, and abilities (FKSAs); and, at the simplest level, the essential understandings (EUs). Each embedded PT contains two orienting activities and 10 test questions from just one science domain, such as the Life Sciences.

Note that this training PT does not reflect the content assessed in PTs on the CAA for Science field test, and the first Science Connector in this training PT, 3-LS4-1, is not included in the blueprint. However, all the science concepts presented and assessed in this training PT closely represent the type of content assessed on the CAA for Science.

The complete CAA for Science content standards can be found in the [CAA for Science Blueprint](#) web document. See also the CDE [California Alternate Assessment for Science](#) web page for more information about the CAA for Science.

Activity 1 Science Connector: 3-LS4-1—Biological Evolution: Unity and Diversity

Using data, through observation, recognize that fossils represent plants and animals that lived long ago.

Feature	Definition	How Mastery Is Demonstrated
FKSA	Ability to use data through observation to recognize that fossils represent plants and animals that lived long ago.	Students will match pictures of fossilized organisms to related living organisms.
EU	Match an extinct organism to its habitat.	Students will match pictures of fossilized organisms to their habitats.

Activity 2 Science Connector: MS-PS1-2—Matter and Its Interaction

Using data through observation, identify evidence that proves a chemical reaction has taken place (e.g., change in color, gas is created, heat or light is given off or taken in).

Feature	Definition	How Mastery Is Demonstrated
FKSA	Ability to identify evidence that proves a chemical reaction has taken place.	Students will recognize that a chemical change took place based on data (formation of bubbles, temperature change, color change).
EU	Identify examples of change (e.g., state of matter, color, temperature).	Students will recognize a change in state (freezing, melting, vaporizing), color, or temperature.

Individualization

The CAA for Science embedded PTs strike a careful balance between standardized administration and maximizing student engagement. Some activities and test questions can be individualized to improve student engagement.

Individualization is only permitted where explicitly stated in this *DFA*, either in the orienting activity description or in specified test questions.

Review the activities and test question administration scripts to determine whether individualization is needed for a student. If you decide individualization is appropriate, gather the suggested materials before you start testing with the student. A summary of all materials that may be needed for this embedded PT can be found on page 20 in [appendix A](#). Students should carry out activities to the greatest extent possible, but if a student is unable to do so, the test examiner should manipulate the materials to conduct the activity.

List of Items Permitted for Individualization

The following test questions in this embedded PT permit individualization.

Student Interaction	Page	Exemplar Materials	Optional Materials for Individualization
Test question on screen No. 7	15	Video provided in the test delivery system	<ul style="list-style-type: none"> • Container (such as a clear plastic cup) • One cup of vinegar • One tablespoon of baking soda • Thermometer • Spoon
Test question on screen No. 8	17	Video provided in the test delivery system	<ul style="list-style-type: none"> • Ice cube • Clear plastic cup
Test question on screen No. 9	18	Video provided in the test delivery system	<ul style="list-style-type: none"> • Container (such as a clear plastic cup) • One cup of water • Ice cubes (at least one-quarter cup) • Thermometer

Preparation for the Orienting Activities

The orienting activities ready the student for the actual test questions. The first orienting activity introduces concepts covered in the first five questions of the embedded PT. The second orienting activity introduces concepts covered in the last five questions.

In some cases, test examiners are permitted to individualize the orienting activity with materials that are more familiar to the student. If individualization is permitted, a table of optional materials will be provided.

After reviewing the orienting activities, the test examiner should use the information in the materials list to gather materials and prepare for those activities that require materials.

Orienting Activity 1—Fossils

The purpose of this activity is for the student to compare the features of a fossilized animal to the features of two modern animals in order to determine relatedness.

In this recommended orienting activity, students will identify a modern animal that is related to a fossilized animal.

Individualization of the Orienting Activity—Fossils

Different materials may be used to conduct the activity. If you are going to use one of the possible substitutes, you must gather the materials before you begin testing.

As the test examiner, you may substitute graphics that are more familiar to the student for this activity. In this activity, pictures of fossils, modern animals, and environments that are more familiar to the student may be used. To make a decision about which materials to use, review the activity on page 9 of the *DFA*.

Exemplar Material	Optional Materials for Individualization
<p>Cut out graphics 1–3 in appendix B starting on page 21</p>	<ul style="list-style-type: none"> • Select a picture of a fossil that is familiar to the student and has clearly identifiable physical traits. • Select two pictures of two modern animals that are familiar to the student and have clearly identifiable physical traits; one of the animals must be related to the fossil.

Orienting Activity 2—Chemical Change

The purpose of this activity is for the student to observe and describe a change to a material.

In this recommended orienting activity, students will observe how water changes color when a colored material is added to the water.

Individualization of the Orienting Activity—Chemical Change

Different materials may be used to conduct the activity. If you are going to use one of the possible substitutes, you must gather the materials before you begin testing.

As the test examiner, you may substitute objects that are more familiar to the student for each activity. In this activity, different materials may be used that will show how the addition of a soluble, colored material to a clear liquid will cause the clear liquid to change color. To make a decision about which materials to use, review the activity on page 12 of the *DFA*.

Exemplar Material	Optional Materials for Individualization
Cut out graphics 4–6 in appendix B starting on page 21	<ul style="list-style-type: none"> • Clear cup filled with water • Colored, powdered drink mix • Spoon for stirring

Test Administration Scripts for the Embedded Performance Task

Log the student on to the test delivery system now, before starting the first orienting activity. (Note: 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.)

Script for Orienting Activity 1—Fossils

Administration Script	Alternative Text for Students with Visual Impairments
<p>SAY:We are going to look at a fossil and pick which animal is related to the fossil animal.</p> <p>DO:</p> <ul style="list-style-type: none"> • Place Graphics 2 and 3 side by side. • Place Graphic 1 centered beneath them. <p>POINT TO Graphic 1 and</p> <p>SAY: This shows a fossil of an animal with a long tail and four legs. Let’s decide which animal is related to this fossil.</p> <p>POINT TO the snake and</p> <p>SAY: This animal has a tail, but does not have any legs.</p> <p>POINT TO the lizard and</p> <p>SAY: This animal has a tail and it has four legs. It is related to the fossil.</p> <p>DO: Move the fossil directly below the picture of the lizard.</p>	<p><i>None</i></p>

Fossils and Chemical Change

Optional Individualization	Alternative Text for Students with Visual Impairments
Pictures of animals and fossils that have been used during instruction may be used in place of the provided graphics.	<p>DESCRIBE: <i>Follow the process described in the administration script, describing the features of the fossils being shown.</i></p>

This concludes Orienting Activity 1. Now begin testing following sequence No. 1 through 5, which correspond to on-screen sequence numbers.

Scripts for Orienting Activity 1 Test Questions

No. 1

Administration Script	Alternative Text for Students with Visual Impairments
<p>POINT TO the fish fossil and SAY: This shows a fossil with fins. READ the item, POINT TO the options, and SAY the following: deer fish</p>	None

No. 2

Administration Script	Alternative Text for Students with Visual Impairments
<p>POINT TO the tiger fossil and SAY: This shows a fossil with long, sharp teeth. READ the item, POINT TO the options, and SAY the following: tiger turtle</p>	None

No. 3

Administration Script	Alternative Text for Students with Visual Impairments
<p>SAY: We will look at some fossils and decide where they lived.</p> <p>POINT TO the fossil and SAY: This shows a fossil with long legs.</p> <p>READ the item, POINT TO the options, and SAY the following: ocean dry, grassy field</p>	<p><i>None</i></p>

No. 4

Administration Script	Alternative Text for Students with Visual Impairments
<p>SAY: We will look at some fossils and decide where they lived.</p> <p>POINT TO the fossil and SAY: This is a fossil of an animal that lived long ago.</p> <p>READ the item, POINT TO the options, and SAY the following: pond rainforest</p>	<p><i>The picture shows an animal with fins.</i></p> <p><i>The picture shows a pond.</i></p> <p><i>The picture shows a rainforest with lots of tall trees and large plants.</i></p>

Fossils and Chemical Change

No. 5

Administration Script	Alternative Text for Students with Visual Impairments
<p>POINT TO the fossils and SAY: When these fossil animals were alive, they lived in very different places. POINT TO the pictures and SAY: This is a picture of a dry, grassy place. This is a picture of a pond. READ the item, POINT TO the options, and SAY the following: dry, grassy place pond</p>	<p><i>The picture shows an animal with long legs and webbed feet.</i></p> <p><i>The picture shows an animal with long legs and feet with hooves.</i></p>

This concludes the first half of the embedded PT. Have materials and preparation ready for Orienting Activity 2 before proceeding.

Script for Orienting Activity 2—Chemical Change

Administration Script	Alternative Text for Students with Visual Impairments
<p>DO:</p> <ul style="list-style-type: none"> Place Graphic 4 where the student can see it. <p>SAY: The picture [POINT] shows a red powder being poured into a cup of clear water.</p> <p>DO:</p> <ul style="list-style-type: none"> Place Graphic 5 where the student can see it. <p>SAY: The picture [POINT] shows what is happening when the red powder is stirred into the clear water.</p> <p>DO:</p> <ul style="list-style-type: none"> Place Graphic 6 where the student can see it. <p>SAY: The picture [POINT] shows that the clear water has now turned red.</p>	<p><i>None</i></p>

Fossils and Chemical Change

Optional Individualization	Alternative Text for Students with Visual Impairments
<p>DO:</p> <ul style="list-style-type: none"> • Pour a colored, powdered drink mix into a cup of water. <p>SAY: I am adding a _____ powder to clear water. (color of the powder)</p> <p>DO:</p> <ul style="list-style-type: none"> • Stir the mix into the water. <p>SAY: The clear water has now turned _____.</p> <p>(Insert the color of the powder in the blank.)</p>	<p><i>None</i></p>

This concludes Orienting Activity 2. Continue testing following sequence No. 6 through 10, which correspond to on-screen sequence numbers.

Scripts for Orienting Activity 2 Test Questions

No. 6

Administration Script	Alternative Text for Students with Visual Impairments
<p>SAY: The pictures [POINT] show orange food coloring as it is poured into a beaker of water. READ the item and POINT TO each option as it is read.</p>	<p><i>Two pictures are shown.</i></p> <p><i>The first picture shows a glass of water. Something orange is being poured into the glass.</i></p> <p><i>The next picture shows a glass of orange water.</i></p>

No. 7

Administration Script	Alternative Text for Students with Visual Impairments
<p>SAY: Now we will watch a video. Then I will ask you a question. SAY: Watch the video. PLAY the video. After the video has played, READ the item and POINT TO each option as it is read.</p>	<p><i>[As the video plays] The video shows a glass of vinegar. A thermometer is in the glass. The thermometer shows the temperature is 72 degrees. A person pours baking soda into the glass. The person stirs the vinegar and baking soda with a spoon. The thermometer then shows a temperature of 64 degrees.</i></p>

Fossils and Chemical Change

Optional Individualization	Alternative Text for Students with Visual Impairments
<p>DO:</p> <ul style="list-style-type: none"> • Pour one cup of vinegar into a container. • Place the thermometer in the container. • Note the temperature of the vinegar. • Add one tablespoon of baking soda to the vinegar and stir. • After the bubbling subsides, note the temperature of the vinegar. <p>SAY: What happened when the baking soda was added to the vinegar?</p>	<p>DESCRIBE:</p> <p><i>I am pouring vinegar into a container.</i></p> <p><i>I put a thermometer in the vinegar. The temperature is _____.</i></p> <p><i>I put baking soda in the vinegar. It makes a lot of bubbles.</i></p> <p><i>Now the temperature is _____.</i></p>

No. 8

Administration Script	Alternative Text for Students with Visual Impairments
<p>SAY: Now we will watch a video. Then I will ask you a question.</p> <p>SAY: Watch the video.</p> <p>PLAY the video.</p> <p>After the video has played, READ the item and POINT TO each option as it is read.</p>	<p>[As the video plays] <i>The video shows a glass with ice cubes in it. After a few minutes, the glass has some ice cubes and some water in it. After a few more minutes, the glass has only water in it.</i></p>

Optional Individualization	Alternative Text for Students with Visual Impairments
<p>DO:</p> <ul style="list-style-type: none"> Place an ice cube in a cup or on a flat surface. Point out to the student that the ice cube is solid. Allow the ice cube to melt. <p>SAY: How is the ice different now?</p>	<p>DESCRIBE: <i>I put a piece of ice on the _____ (table, desk, counter, etc.).</i></p> <p><i>The ice is solid.</i></p> <p><i>The ice has turned into a puddle of water.</i></p>

Fossils and Chemical Change

No. 9

Administration Script	Alternative Text for Students with Visual Impairments
<p>SAY: Now we will watch a video. Then I will ask you a question.</p> <p>SAY: Watch the video.</p> <p>PLAY the video.</p> <p>After the video has played, READ the item and POINT TO each option as it is read.</p>	<p>[As the video plays] <i>The video shows a thermometer in a glass of water. The thermometer shows the temperature of 74 degrees. A person puts ice cubes into the glass. After five minutes, the thermometer shows a temperature of 65 degrees.</i></p>

Optional Individualization	Alternative Text for Students with Visual Impairments
<p>DO:</p> <ul style="list-style-type: none"> • Put one cup of water in a container. • Measure the temperature of the water. • Place at least a one-fourth cup of ice cubes in the water. • Measure the temperature of the water again. <p>SAY: How is the temperature in the cup different now?</p>	<p>DESCRIBE: <i>I put water in a container.</i></p> <p><i>I put a thermometer in the water. The temperature is ____.</i></p> <p><i>I put ice in the water.</i></p> <p><i>Now the temperature is ____.</i></p>

No. 10

Administration Script	Alternative Text for Students with Visual Impairments
<p>SAY: Powder was added to a liquid and mixed together in a glass. READ the item, POINT TO the options, and SAY the following: The liquid and powder mixed together. The liquid and powder made gas bubbles. The powder went to the bottom of the glass.</p>	<p><i>The picture shows a glass half full of clear liquid.</i> <i>The picture shows a glass half full of bubbly liquid, with bubbles above the liquid.</i> <i>The picture shows a glass half full of clear liquid with powder at the bottom.</i></p>

Appendix A: Summary of Materials

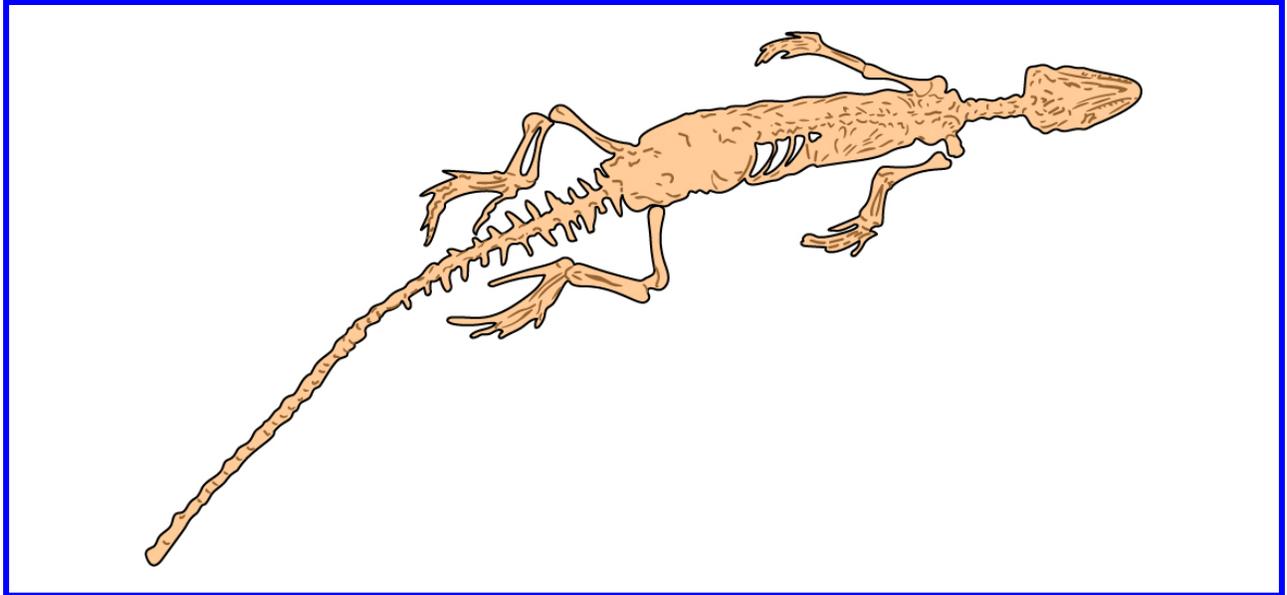
This appendix contains a summary of the materials that may be needed to individualize orienting activities or test questions for specific students.

Student Interaction	Page	Exemplar Materials	Optional Materials for Individualization
Orienting Activity 1— Fossils	9	Graphics 1–3 in appendix B starting on page 21	<ul style="list-style-type: none"> Picture of a fossil that is familiar to the student and has clearly identifiable physical traits Pictures of two modern animals that are familiar to the student and have clearly identifiable physical traits; one of the animals must be related to the fossil
Orienting Activity 2— Chemical Change	12	Graphics 4–6 in appendix B starting on page 21	<ul style="list-style-type: none"> Colored powdered drink mix Clear cup with water Spoon
Test question on screen No. 7	15	Video provided in the test delivery system	<ul style="list-style-type: none"> Container (such as a clear plastic cup) One cup of vinegar One tablespoon of baking soda Thermometer Spoon
Test question on screen No. 8	17	Video provided in the test delivery system	<ul style="list-style-type: none"> Ice cube Clear plastic cup
Test question on screen No. 9	18	Video provided in the test delivery system	<ul style="list-style-type: none"> Container (such as a clear plastic cup) One cup of water Ice cubes (at least one-quarter cup) Thermometer

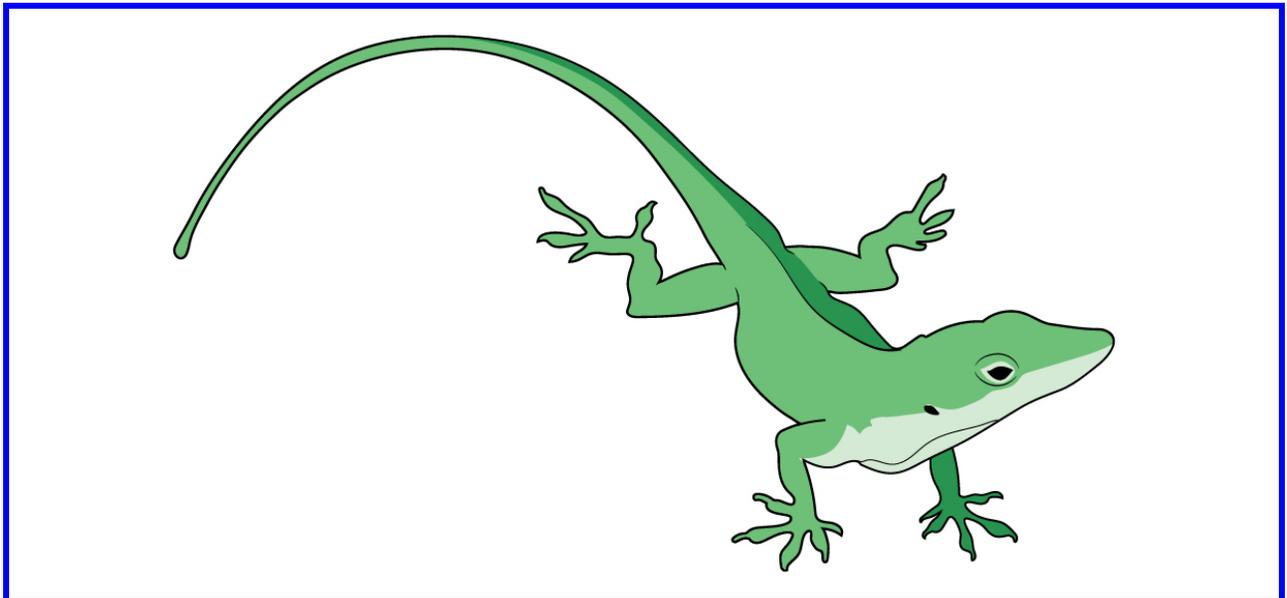
Appendix B: Graphics

Cut along the dotted lines.

Graphic 1



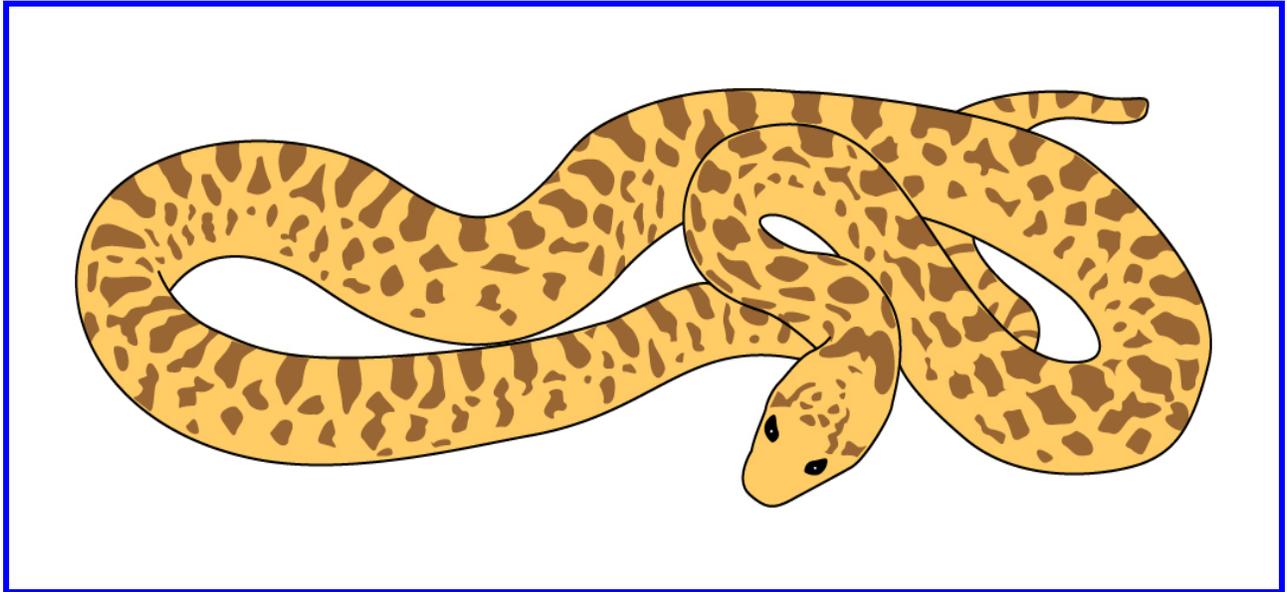
Graphic 2



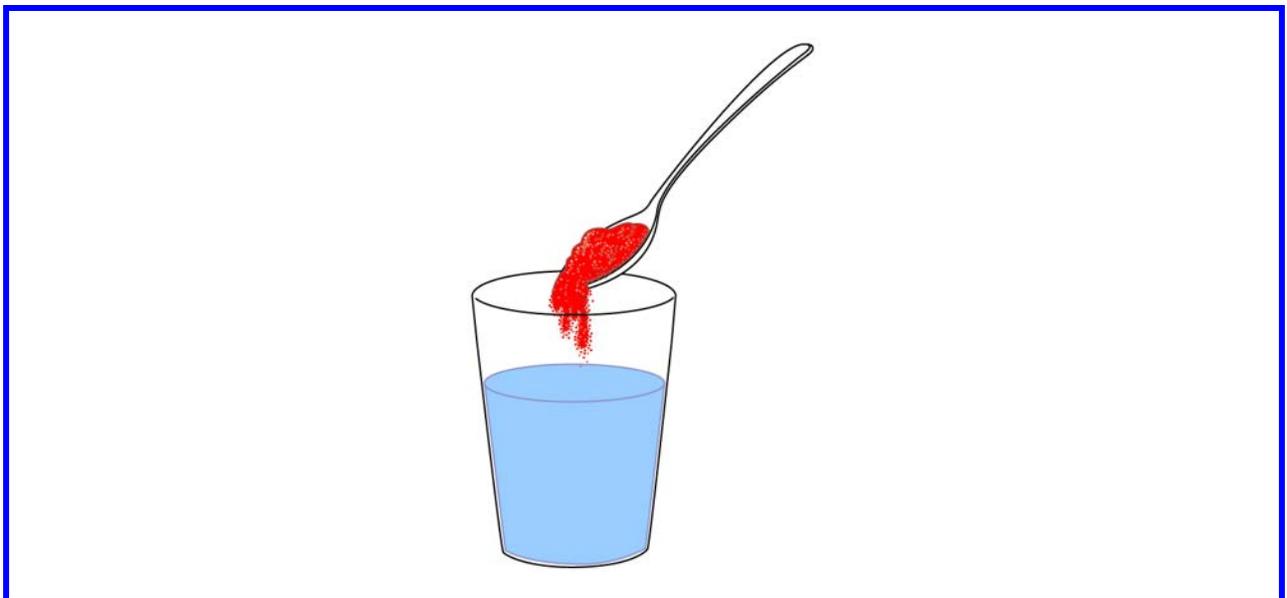
Fossils and Chemical Change

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Graphic 3



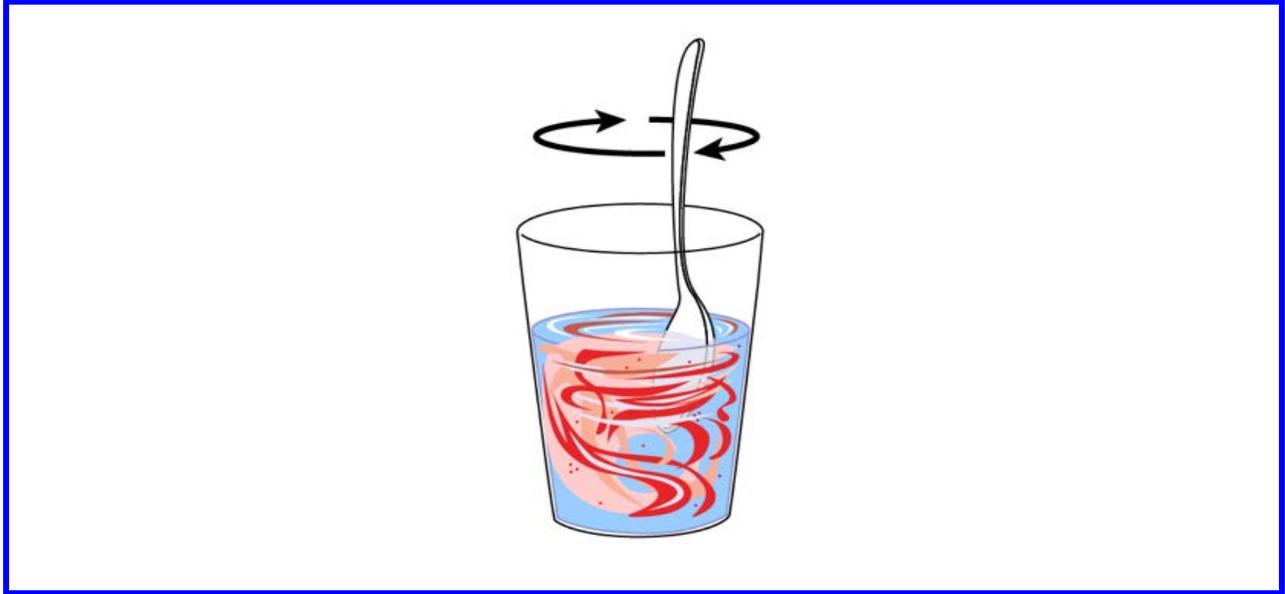
Graphic 4



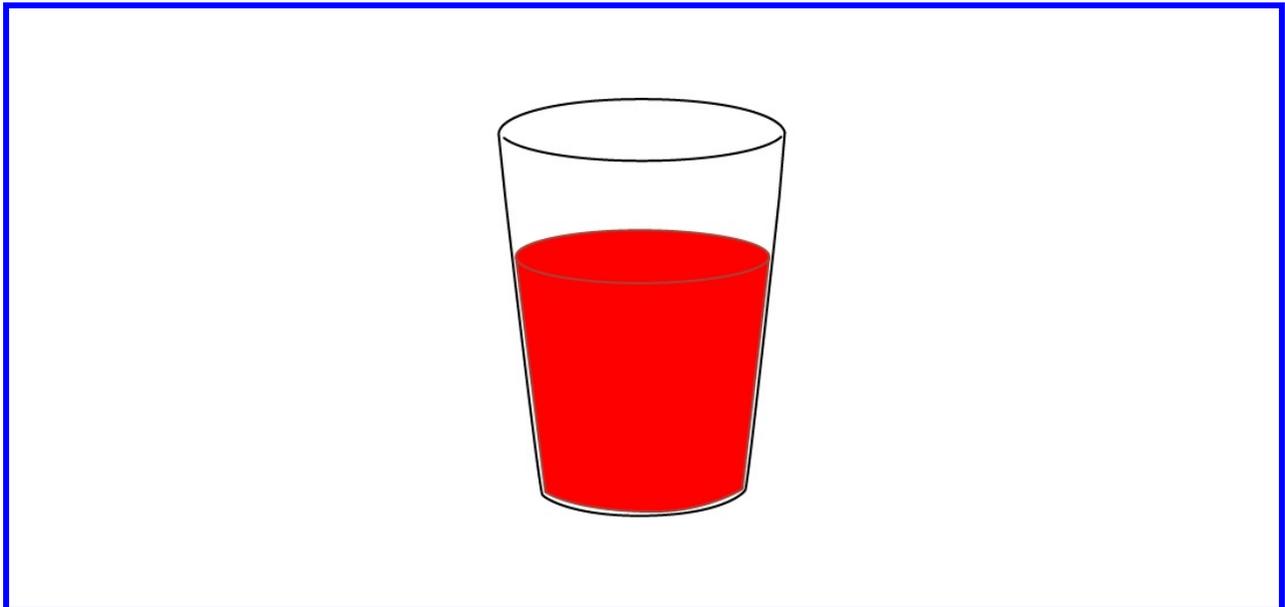
Fossils and Chemical Change

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Graphic 5



Graphic 6



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