



CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

California Alternate Assessment for Science Practice Items Scoring Guide *for* Grade Five



Life Sciences— Survival Structures



California Assessment of
Student Performance and Progress

California Alternate Assessment for Science Practice Test Scoring Guide

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Assessed Standards

The CAA for Science measures the Science Core Content Connectors and is administered to students with the most significant cognitive disabilities in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve). The Science Core Content Connectors are derived from the California Next Generation Science Standards (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 document at <https://www.cde.ca.gov/ta/tg/ca/documents/caascienceblueprint.docx>.

These Science Connectors are further broken down into assessment targets. The assessment targets are comprised of the 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 (EU) are the basic scientific concepts that students should understand. This is presented as a continuum in the figure below.



In this practice test the following connector will be assessed:

4-LS1-1— From Molecules to Organisms: Structures and Processes

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 1. 4-LS1-1, FKSA and EU

Assessment Target	Definition	Students Will Be Able To...
FKSA	<ul style="list-style-type: none"> • Ability to match external structures of a plant to functions that support growth, reproduction or survival of organisms. (FKSA 1) • Ability to match internal structures of an animal to functions that support growth, survival or behavior of organisms. (FKSA 2) • Ability to match external structures of an animal to functions that support growth, survival or behavior of organisms. (FKSA 3) 	<ul style="list-style-type: none"> • Match an internal structure of an animal to its primary function in survival, growth or behavior • Match an external structure of an animal to its primary function in survival, growth or behavior • Identify how the function of an external structure of an animal supports survival, growth or behavior • Match an external structure of a plant to its primary function in survival, growth or reproduction • Identify how the function of an external structure of a plant supports survival, growth or reproduction
EU	<ul style="list-style-type: none"> • Match an external structure of an animal to its primary function (body parts; fingers to grasp, nose to smell/breathe). 	<ul style="list-style-type: none"> • Match a common external animal structure to its primary function

Introduction to Practice Test Scoring Guide

The California Alternate Assessment for Science Practice Test Scoring Guide provides details about the items, assessment targets, correct responses, and related scoring considerations for the California Alternate Assessment for Science Practice Test items. The items selected for the Practice Test are designed to reflect the student experience while being administered the CAA for Science assessment. This includes

- a range of student response types.
- a breadth of difficulty levels across the items, ranging from easier to more difficult items.

It is important to note that not all student response types are fully represented on every practice test, but a distribution can be observed across all the practice tests. The items presented are reflective of refinements and adjustments to language based on pilot test results and expert recommendations from both content and accessibility perspectives.

This guide presents the following information for each item:

- Assessment Target: FKSA or EU being assessed
- Static presentation of the item: static presentation of item from test administration system
- Static presentation of student response field(s): static presentation of response field from test administration system
- Answer key or exemplar: expected student response or example response from score point value
- Rubric and applicable score points for items where appropriate: score point representations for student responses

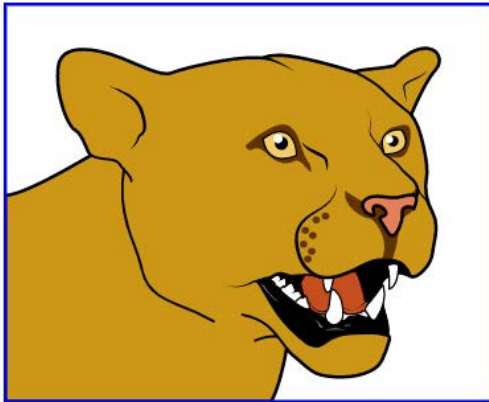
All items in a practice test are designed to be administered in conjunction with their corresponding *Directions for Administration (DFA)*. In addition, each practice test contains an Orienting Activity that is nongraded before each set of items. Please be sure to complete the Orienting Activity for each connector with the student before moving on to the items. For more information regarding Orienting Activities, please refer to the [Practice Test Directions for Administration—Grade 5 Life Sciences](#).

Grade Five Practice Test Items

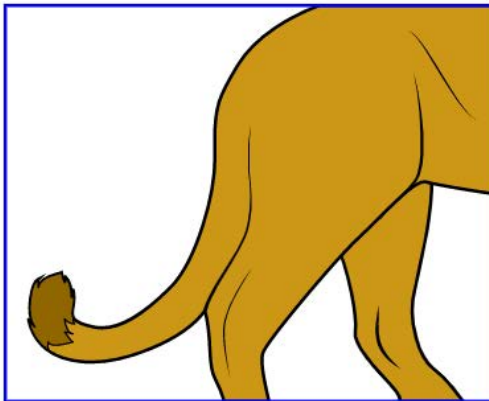
Item	Assessment Target
1	EU: Match an external structure of an animal to its primary function (body parts; fingers to grasp, nose to smell/breathe).

What does a mountain lion use to eat its food?

(A)



(B)

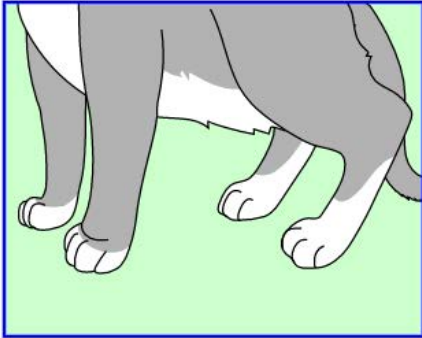


Key: A (1 point)

Item	Assessment Target
2	EU: Match an external structure of an animal to its primary function (body parts; fingers to grasp, nose to smell/breathe).

Show me what a cat uses to walk.

(A)



(B)



Key: A (1 point)

Grade Five Practice Test Items

Item	Assessment Target
3	FKSA 3: Ability to match external structures of an animal to functions that support growth, survival or behavior of organisms.

How do a bird's wings help it survive?

(A)



(B)

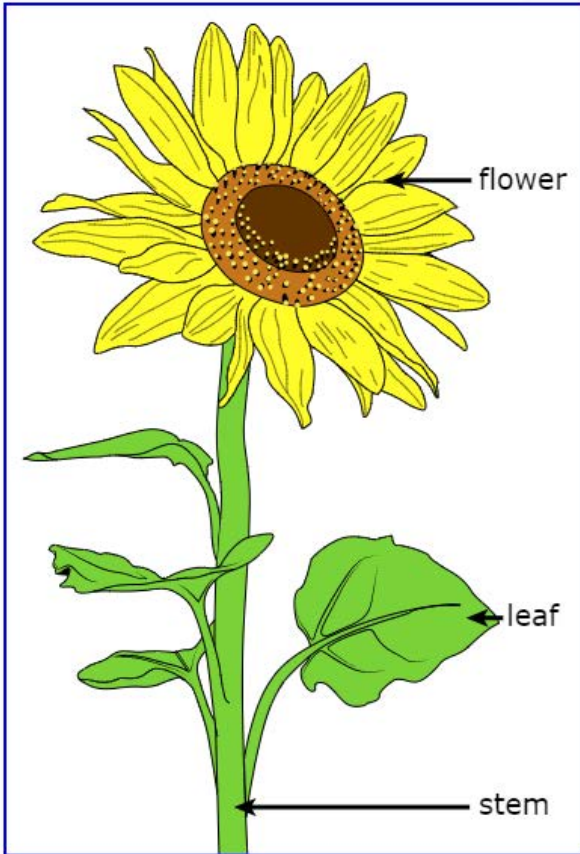


(C)



Key: B (1 point)

Item	Assessment Target
4	FKSA 1: Ability to match external structures of a plant to functions that support growth, reproduction or survival of organisms.

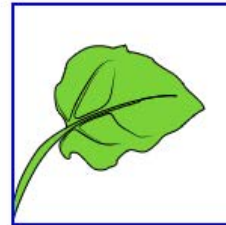


Which part of the plant holds the flower up?

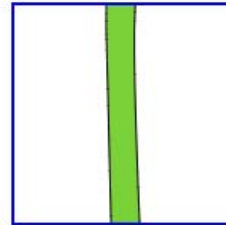
(A)



(B)

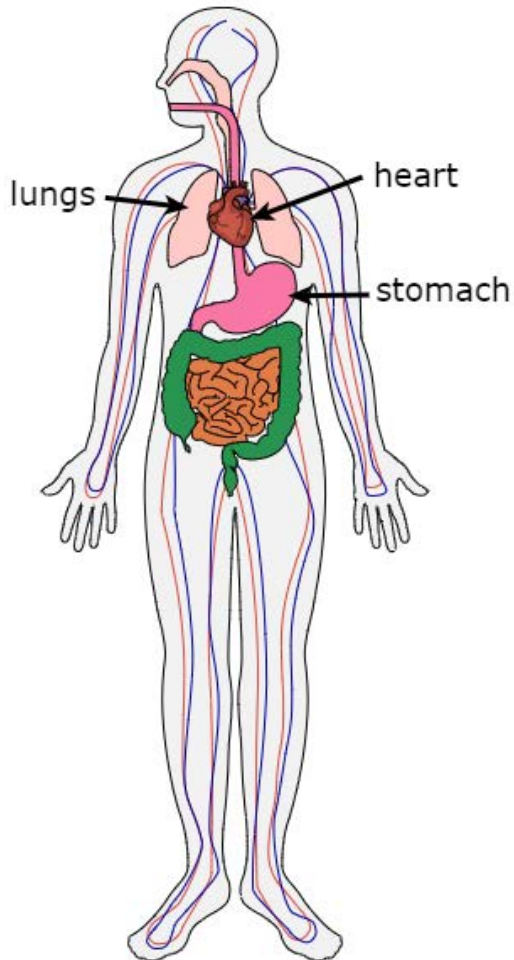


(C)



Key: C (1 point)

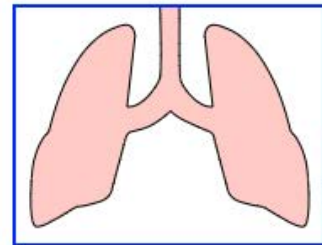
Item	Assessment Target
5	FKSA 2: Ability to match internal structures of an animal to functions that support growth, survival or behavior of organisms.



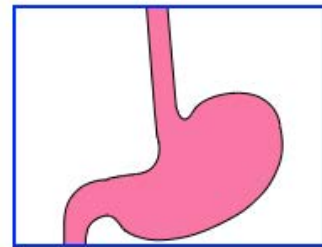
Part A

What part brings air into the body?

(A)



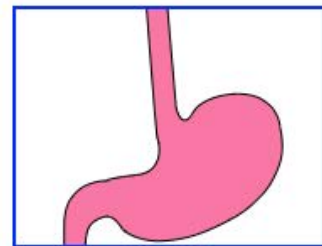
(B)



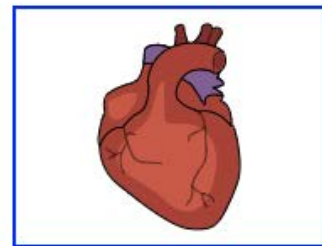
Part B

What part moves blood through the body?

(A)



(B)



(The key follows on the next page.)

Key:

Part A: A (1 point)

Part B: B (1 point)

Rubric:

(2 points) The student selects the correct responses in both Part A and Part B.

(1 point) The student selects the correct response in either Part A or Part B, but not both.