



CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

California Alternate Assessment for Science Practice Items Scoring Guide *for* High School



Earth and Space Sciences— Effects of Water



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:

HS-ESS2-5 Earth's Systems

Observe and identify the effect of water on the Earth's materials and surface processes (e.g., stream transportation and deposition, erosion, frost wedging).

Table 1. HS-ESS2-5, FKSA and EU

Assessment Target	Definition	Students Will Be Able To...
FKSA	<ul style="list-style-type: none"> Identify the effects of water on the Earth's materials and surface processes. (FKSA 1) 	<ul style="list-style-type: none"> Identify the effects of fast-moving water on hillsides Identify that when fast-moving water slows, it drops rocks and dirt on the bottom of the waterway Identify that when water repeatedly freezes in cracks, it can eventually cause the cracks to become bigger Identify that layers of soil and rock can build up where fast-moving water slows and drops rock and soil
EU	<ul style="list-style-type: none"> Recognize that water can erode rocks and soil. 	<ul style="list-style-type: none"> Identify that water can move rocks and soil

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.

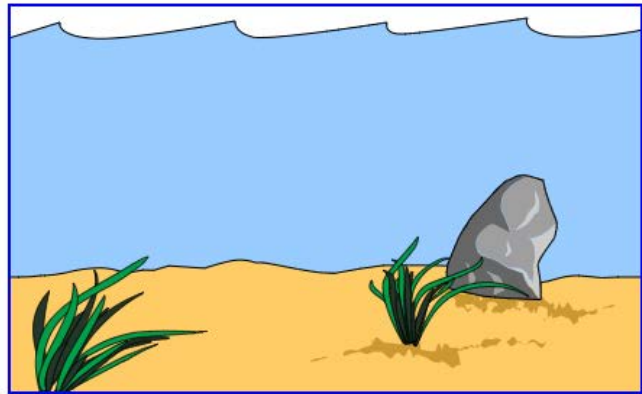
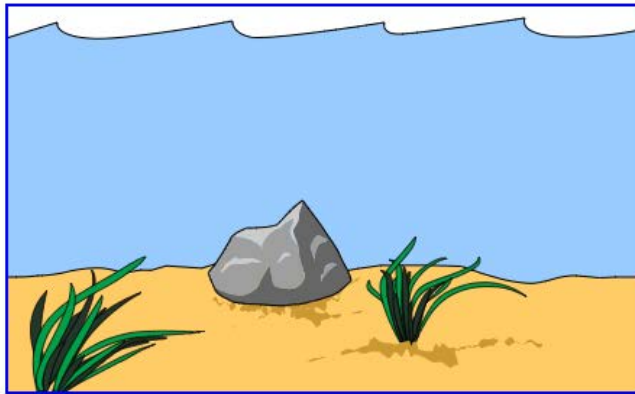
This guide presents the following information for each item:

- 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—High School Earth and Space Sciences](#).

High School Practice Test Items

Item	Assessment Target
2	EU: Recognize that water can erode rocks and soil.

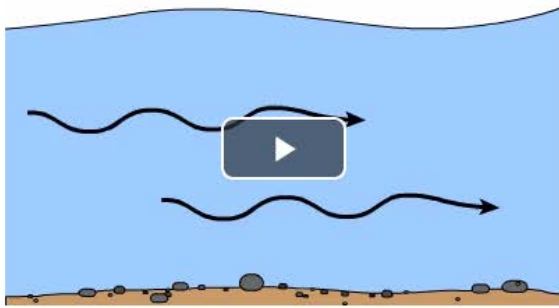


What made the rock move?

- Ⓐ the water
- Ⓑ the plants

Key: A (1 point)

Item	Assessment Target
3	EU: Recognize that water can erode rocks and soil.



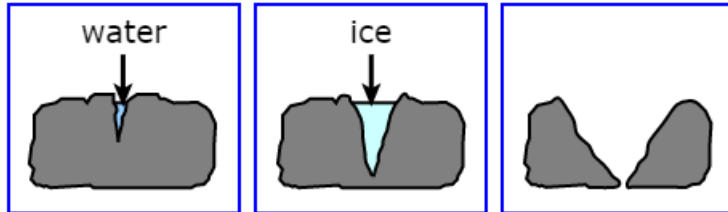
What is the water doing to the dirt and the pebbles?

- Ⓐ It is making them sink.
- Ⓑ It is moving them.

Key: B (1 point)

High School Practice Test Items

Item	Assessment Target
4	FKSA 1: Identify the effects of water on the Earth's materials and surface processes.

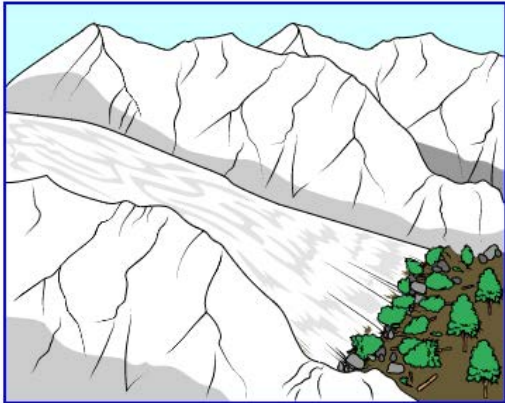
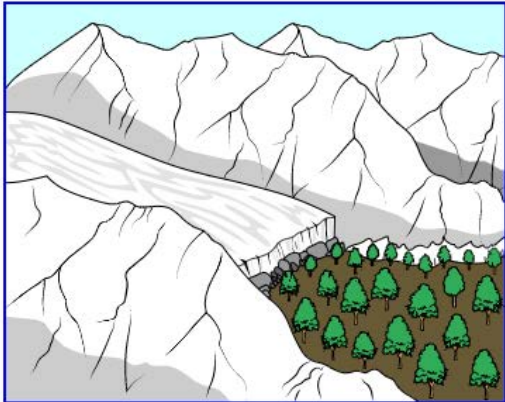


What happens to the rock as the water freezes?

- Ⓐ The crack gets smaller.
- Ⓑ The rock gets bigger.
- Ⓒ The rock breaks in pieces.

Key: C (1 point)

Item	Assessment Target
5	FKSA 1: Identify the effects of water on the Earth's materials and surface processes.



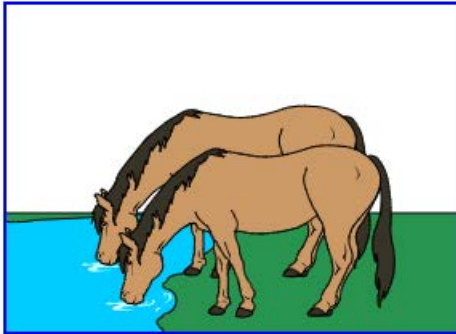
What happens when a glacier moves down a valley?

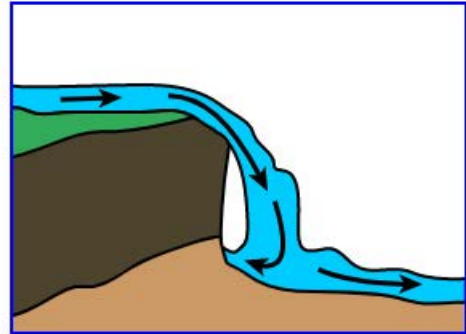
- (A) Clouds are formed.
- (B) Mountains are built.
- (C) Rocks and trees are moved.

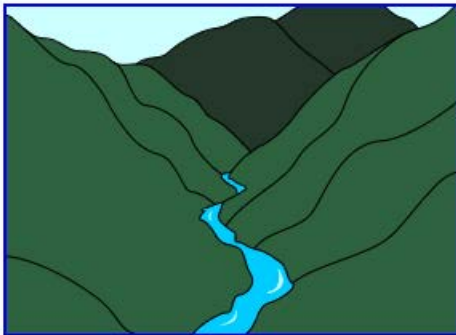
Key: C (1 point)

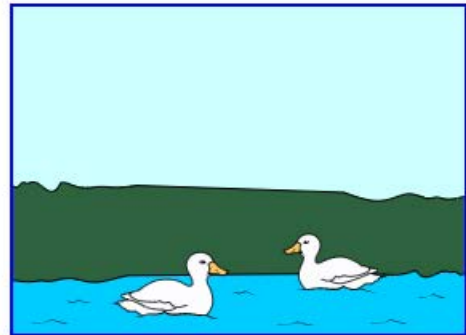
Item	Assessment Target
6	FKSA 1: Identify the effects of water on the Earth's materials and surface processes.

Show me two examples of how water changes the way Earth's surface looks.









Key:

B—top right (1 point)

C—bottom left (1 point)

Rubric:

(2 points) The student selects both correct responses.

(1 point) The student selects one correct response, but not both.