



# CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

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



## *Life Sciences—Mitosis*



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

*Identify how growth occurs when cells multiply (mitosis) by using a model.*

**Table 1. HS-LS1-4, FKSA and EU**

Assessment Target	Definition	Students Will Be Able To...
FKSA	<ul style="list-style-type: none"> <li>Ability to use a model to identify how organisms grow in size through the process of mitosis. (FKSA 1)</li> </ul>	<ul style="list-style-type: none"> <li>Recognize an example of an organism growing by increasing the number of cells</li> <li>Identify examples of cell division</li> <li>Identify the correct order for the process of one cell dividing to become up to four cells</li> </ul>
EU	<ul style="list-style-type: none"> <li>Recognize that organisms are composed of a collection of different types of cells.</li> </ul>	<ul style="list-style-type: none"> <li>Identify an example of a structure made of more than one kind of cell</li> <li>Recognize organisms that are made of more than one kind of cell</li> </ul>

## 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.

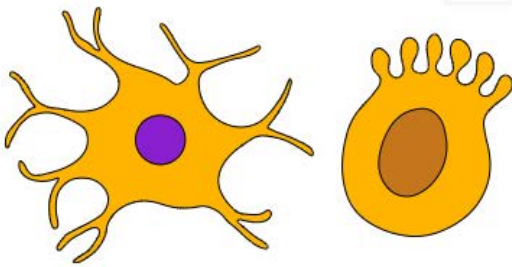
This guide presents the following information for each item:

- 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 Life Sciences](#).

## High School Practice Test Items

Item	Assessment Target
1	EU: Recognize that organisms are composed of a collection of different types of cells.



**Which of these is true about cells in living things?**

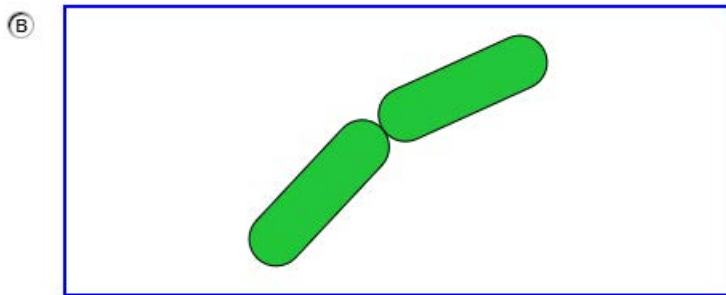
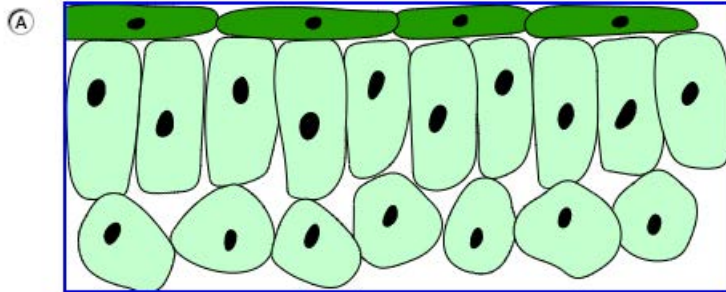
- Ⓐ Cells are the same shape.
- Ⓑ Cells have different jobs.

**Key:** B (1 point)

High School Practice Test Items

Item	Assessment Target
2	EU: Recognize that organisms are composed of a collection of different types of cells.

Which picture has more than one kind of cell?

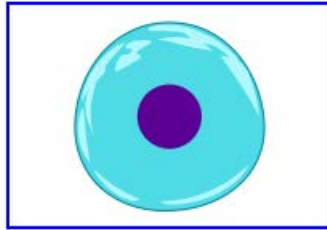


**Key:** A (1 point)

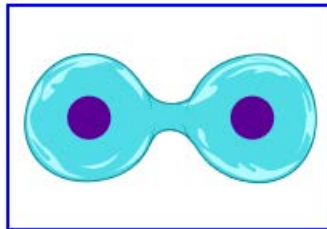
Item	Assessment Target
3	FKSA 1: Ability to use a model to identify how organisms grow in size through the process of mitosis.

Which picture shows a cell dividing to make more cells?

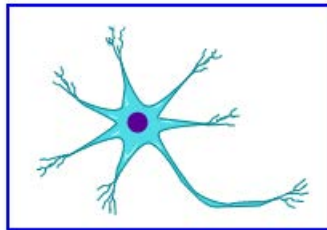
(A)



(B)



(C)



**Key:** B (1 point)

## High School Practice Test Items

Item	Assessment Target
4	FKSA 1: Ability to use a model to identify how organisms grow in size through the process of mitosis.

### Why do cells divide?

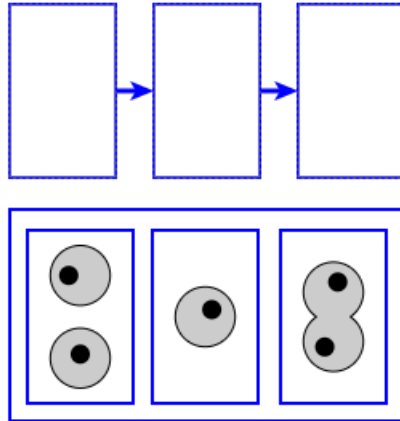
- Ⓐ to make food for themselves
- Ⓑ to replace old and dead cells
- Ⓒ to grow into different animals

**Key:** B (1 point)

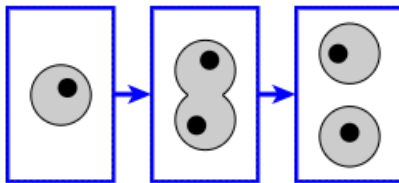


Item	Assessment Target
5	FKSA 1: Ability to use a model to identify how organisms grow in size through the process of mitosis.

Place the cells on the chart in order from start to finish to show how cells divide to make more cells.



**Key:**



**Rubric:**

(2 points) The student matches three correct responses.

(1 point) The student matches one or two correct responses, but not all three correct responses.