



California Assessment of
Student Performance and Progress

California Alternate Assessment for Science

PRACTICE TEST

Directions for Administration Grade 5

Earth and Space Sciences

Earth Processes and Fossils

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About the Practice Test Directions for Administration

The California Alternate Assessment (CAA) for Science *Directions for Administration (DFA)* contains information needed by test examiners to prepare for and administer one practice embedded performance task (PT). This *DFA* contains specific information about this PT, including

- student engagement and student response;
- the concept of individualization;
- orienting activities and graphics for the orienting activities,
- the associated script for the online test questions, and
- a complete list of materials needed for the administration of the performance task and suggestions for individualization, if needed.

Additional Information

- [How to Start a Practice Test Session for the CAAs](https://www.cde.ca.gov/ta/tg/ca/documents/caaqrpractice.pdf) web document:
<https://www.cde.ca.gov/ta/tg/ca/documents/caaqrpractice.pdf>
- [California Alternate Assessments](https://www.caaspp.org/administration/about/caa/) web page—
<https://www.caaspp.org/administration/about/caa/>
- *CAA Practice Test Scoring Guide—Grade 5—Earth and Space Sciences—Earth Processes—Fossils (PDF)*
 - <https://www.caaspp.org/rsc/pdfs/CAA.Science.PT-Scoring-Guide.Grade5.Earth-and-Space-Sciences.Earth-Processes.pdf>

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Using the Directions for Administration

This *DFA* contains the script for administration of this 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	 <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 <i>each option</i> on the screen out loud while pointing to the graphics or text on the screen.</p>
DO	<p>The test examiner performs an action. Actions are listed as bullet points.</p>

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Alternative Text for a Student with Visual Impairment

Within the *DFA* is a column that provides *Alternative Text for a Student with Visual Impairment*. The alternative text in this column should be used to describe images for a student who is not able to fully access the images or videos used in the assessment.

The alternative text is intended to be a supplement to the administration script and should not be used in place of the administration script. Where the administration script prompts a test examiner to “POINT TO” an image, the test examiner would instead read the relevant alternative text to the student. The alternative text can be repeated based on a student’s need or request. The alternative text should be read exactly as it is written in the *DFA*, without clarification or rephrasing.

Entering Student Responses

The CAAs are designed for one-on-one administration between a student and a test examiner familiar with the student. When able, a student should enter responses directly into the testing device. In some cases, the test examiner may select the responses indicated by the student through alternate communication modes such as gestures, eye gaze, or alternative communication devices. 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 have accompanying text in the *DFA* that the test examiner must read to the student.

Videos may be paused or replayed as many times as needed. A student or test examiner may change the playback speed (i.e., 0.5X, 1X, 1.5X, and 1.75X) on the progress bar as necessary to ensure the student is able to process the content.

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Student Engagement and PT Completion

Establishing and maintaining student engagement is important to the successful administration of the CAA for Science. The test examiner may pause testing if the student is no longer engaged, is not actively participating, or is showing signs of behavioral or functional concerns related to the test and resume testing at a later time as appropriate for the student. The test may be paused and resumed as many times as necessary to allow the student to perform well, including testing over multiple days. If a student does not regain productivity and engagement, even after allowing breaks over multiple days, a test examiner may decide that it is in the best interest of the student to stop administering the performance task. In this case, the test examiner may advance through the remaining test items and then submit the performance task.

A student should be administered as much content of each PT as possible. Take the time necessary to elicit the student's best performance on each test question. A student should use the mode(s) of communication used in daily instruction.

Take advantage of options for individualization if offered in this *DFA*, and remember that test examiners can always use accommodations and resources to best meet a student's individual needs, as documented in the student's individualized education program (IEP). Please note that *all items may be individualized* based upon the student's IEP.

Selecting the No Response Option

Ultimately, the professional judgment of a test examiner who is familiar with the student will ensure each student gets the best opportunity possible to demonstrate what the student knows and can do. For cases where the student is presented with a question and does **not** provide a response, a "No Response" option is available for each test question and is found in the context menu (≡) in the upper right corner of the screen or by right-clicking anywhere on screen. Test examiners then select the "No Response" option and proceed to the next question. Please remember that test examiners should use this option only if they have presented the item (i.e., read the item and the Directions for Administration script) to the student and the student did not provide a response, despite the test examiner's best efforts to elicit a response. Test examiners can quickly identify which questions have been marked as "No Response" by selecting the "Mark for Review" feature (in addition to "Mark as No Response") also found in the context menu for each question. Marked questions will appear with a flag on the review screen.

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No Response Option Versus Next

Presented Test Question to Student?	Student Response	Test Examiner Action
Yes	Student provides no response	Select no response option from context menu
No	Student has become unresponsive and test examiner determines that it is best for the student to end the performance task.	Select next button to continue through to end of performance task and then select submit button.

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Individualization

All items may be individualized based upon the student's IEP. This *DFA* provides test examiners with guidelines on how to individualize the orienting activities and designated items.

Like other standardized assessments, the CAA for Science should be administered to each student in a consistent manner according to the directions provided, with variations only as specified in each student's IEP. However, to maximize engagement for *all* students, the CAA for Science sometimes offers additional options for individualization in specific orienting activities and test questions.

This *DFA* specifies additional individualization options. Individualization based on the student's IEP is also permitted. As you prepare to administer this PT to a student, decide if individualization is appropriate. If so, gather the alternative materials before you start testing with the student. A student should carry out activities to the greatest extent possible, but if the student is unable to do so, the test examiner should manipulate the materials to conduct the activity. A summary of all materials that may be needed for this embedded PT can be found on page 14 in [appendix A](#).

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Preparation for the Orienting Activities

The orienting activities prepare 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.

As the test examiner, you may substitute objects that are more familiar to the student for these activities.

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. Be sure to have graphics and manipulatives ready before starting the test session. Refer to [appendix A](#) for a complete listing of all materials that may be needed for this embedded PT.

Orienting Activity 1—Earth Processes

The purpose of this activity is for the student to observe the impact of a natural hazard on humans.

In this orienting activity, the student will watch a video that shows the effect of a volcanic eruption on a nearby town.

Orienting Activity 2—Fossils

The purpose of this activity is for the student to observe the features of a fossil organism and identify where the organism would have lived.

In this orienting activity, the student will observe a picture of a fossil organism adapted for living underwater and identify a picture of the environment in which the organism would have most likely lived.

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Test Administration Scripts for the Embedded Performance Task

Log the student on to the test delivery system now.

Script for Orienting Activity 1—Earth Processes

Administration Script	Alternative Text for a Student with Visual Impairment
<p>DO:</p> <ul style="list-style-type: none"> • Play the video. <p>As the video plays SAY:</p> <p>Here we see a volcano erupting. We can see the lava flowing down the sides of the volcano. The lava is heading toward the town at the bottom of the volcano. People will need to leave their homes, and businesses will have to shut down.</p>	<p>DESCRIBE:</p> <p><i>(Video 1) The video shows an island. On one side of an island is an erupting volcano. Smoke and ash are coming out of the top of the volcano and lava is flowing down the sides. On the other side of the island is a town. The lava is flowing toward the town.</i></p>

This concludes Orienting Activity 1. Begin testing on the next screen.

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Scripts for the First Set of Test Questions

No. 1

Administration Script	Alternative Text for a Student with Visual Impairment
<p>READ the item, POINT TO the options, and SAY:</p> <p>A</p> <p>B</p>	<p>DESCRIBE:</p> <p><i>The picture shows a dark sky with lightning, rain, and dark clouds.</i></p> <p><i>The picture shows a blue sky with the Sun and fluffy white clouds.</i></p>

No. 2

Administration Script	Alternative Text for a Student with Visual Impairment
<p>READ the item, POINT TO the options, and SAY:</p> <p>A</p> <p>B</p>	<p>DESCRIBE:</p> <p><i>The picture shows a street with houses, cars, and trees.</i></p> <p><i>The picture shows a street with houses, cars, and trees covered in a lot of water.</i></p>

No. 3

Administration Script	Alternative Text for a Student with Visual Impairment
<p>POINT TO the picture and SAY:</p> <p>This picture shows a storm with big waves.</p> <p>READ the item, POINT TO the options, and SAY:</p> <p>paddle out into the water</p> <p>leave the beach</p> <p>have a picnic by the water</p>	<p>DESCRIBE:</p> <p><i>The picture shows a storm at the beach with big waves and dark clouds.</i></p>

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No. 4

Administration Script	Alternative Text for a Student with Visual Impairment
<p>READ the item, POINT TO the options, and SAY:</p> <p>take a nap</p> <p>make a plan to leave</p> <p>read a book</p>	<p>DESCRIBE:</p> <p><i>The picture shows a person sleeping on a couch.</i></p> <p><i>The picture shows two people pulling suitcases and walking out the door.</i></p> <p><i>The picture shows a person sitting on the couch reading a book.</i></p>

No. 5

Administration Script	Alternative Text for a Student with Visual Impairment
<p>READ the item, POINT TO the options, and SAY:</p> <p>look out a window</p> <p>cook dinner</p> <p>get under a table</p> <p>stand in a doorway</p> <p>If the student only provides one response (correctly or incorrectly),</p> <p>SAY:</p> <p>What else is safe to do during an earthquake?</p>	<p>DESCRIBE:</p> <p><i>The picture shows a girl looking out the window.</i></p> <p><i>The picture shows a girl cooking dinner.</i></p> <p><i>The picture shows a girl hiding under a table.</i></p> <p><i>The picture shows a girl standing in a doorway.</i></p>

This concludes the first half of this embedded PT. Prepare for Orienting Activity 2 before proceeding to the next screen.

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Script for Orienting Activity 2—Fossils

Administration Script	Alternative Text for a Student with Visual Impairment
<p>DO:</p> <ul style="list-style-type: none"> Show Graphic 1 to the student. <p>SAY:</p> <p>This is the fossil of a starfish. Let’s think about where it lived when it was alive.</p> <p>DO:</p> <ul style="list-style-type: none"> Show Graphics 2 and 3 to the student. <p>SAY:</p> <p>This picture shows an ocean, and this picture shows a canyon. When the starfish was alive it lived in the ocean.</p>	<p><i>None</i></p>

Optional Individualization	Alternative Text for a Student with Visual Impairment
<p>Test examiner may substitute a different fossil or landscapes used in classroom discussion.</p>	<p><i>None</i></p>

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

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Scripts for the Second Set of Test Questions

No. 6

Administration Script	Alternative Text for a Student with Visual Impairment
<p>POINT TO the picture and SAY: This picture shows a fish fossil. READ the item and POINT TO each option as it is read.</p>	<p><i>None</i></p>

No. 7

Administration Script	Alternative Text for a Student with Visual Impairment
<p>POINT TO the picture and SAY: This picture shows a fossil of a woolly mammoth. READ the item and POINT TO each option as it is read.</p>	<p><i>None</i></p>

No. 8

Administration Script	Alternative Text for a Student with Visual Impairment
<p>POINT TO the picture and SAY: This picture shows a fish fossil. READ the item and POINT TO each option as it is read.</p>	<p><i>None</i></p>

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No. 9

Administration Script	Alternative Text for a Student with Visual Impairment
<p>POINT TO the first picture and SAY: This is a fossil of a plant.</p> <p>POINT TO the second picture and SAY: It was found in this mountain.</p> <p>READ the item and POINT TO each option as it is read.</p>	<p><i>None</i></p>

No. 10

Administration Script	Alternative Text for a Student with Visual Impairment
<p>POINT TO the picture and SAY: This picture shows three different layers.</p> <p>READ the key.</p> <p>Part A</p> <p>READ the item and POINT TO each option as it is read.</p> <p>Part B</p> <p>READ the item and POINT TO each option as it is read.</p>	<p>DESCRIBE:</p> <p><i>The picture shows three layers of rock and a key showing that the top layer is sand, the middle layer is fish fossils, and the bottom layer is small rocks.</i></p>

This concludes this practice embedded PT.

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Appendix A: Summary of Materials

This appendix contains a summary of the materials that may be used to individualize the orienting activities or certain test questions for a specific student. It may also contain a summary of the materials that are necessary for the administration of the orienting activities and certain test questions for all students. Please note that all items may be individualized based upon the student’s IEP.

Student Interaction	DFA Page No.	Exemplar Materials	Optional Materials for Individualization
Orienting Activity 1— Earth Processes	8	Video	<ul style="list-style-type: none"> None
Orienting Activity 2— Fossils	11	Graphics 1 – 3	<ul style="list-style-type: none"> Pictures used during instruction may be used in place of Graphics 1 – 3.

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Appendix B: Graphics

Graphic 1

Graphic 1



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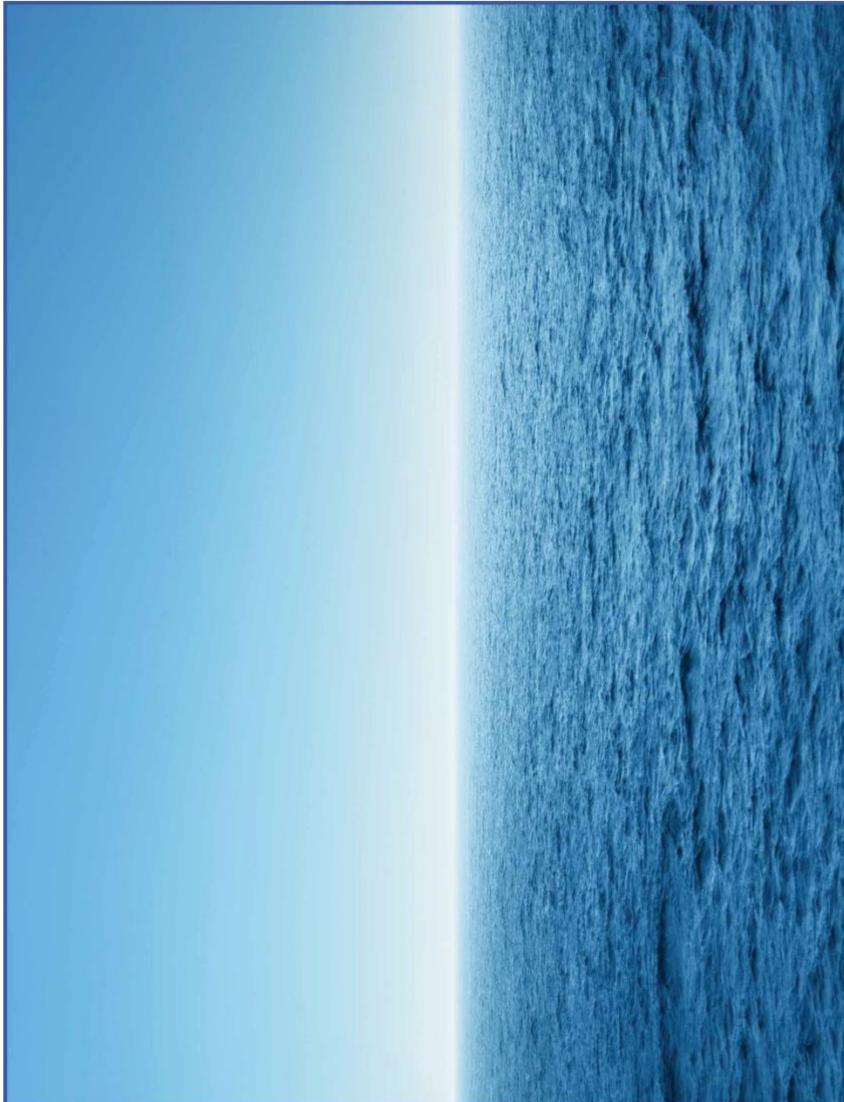
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Graphic 2

Graphic 2



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Graphic 3

Graphic 3

