



California Assessment of
Student Performance and Progress

California Alternate Assessment for Science

PRACTICE TEST

Directions for Administration Grade 5

Physical Sciences

Light and Matter

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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—Physical Sciences—Light—Matter (PDF)*
 - <https://www.caaspp.org/rsc/pdfs/CAA.Science.PT-Scoring-Guide.Grade5.Physical-Sciences.Light.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 15 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—Light

The purpose of this activity is for the student to recognize that light is necessary to be able to see objects.

In this orienting activity, the student will watch a video that shows the effect of light and dark on the ability to see things.

Orienting Activity 2—Matter

The purpose of this activity is for the student to observe an example of a substance changing from the solid state to the liquid state.

In this orienting activity, the student will watch a video of a solid being melted; changing from a solid to a liquid.

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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—Light

| 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>The video shows a person walking into a dark room. Very little can be seen. A hand turns on a light switch. A bedroom can now be seen.</p> | <p><i>None</i></p> |

| Optional Individualization | Alternative Text for a Student with Visual Impairment |
|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The test examiner may take the student into a dark room and then turn on the lights.</p> | <p>DESCRIBE:</p> <p><i>We are walking into a dark room.</i></p> <p><i>I am turning on the lights.</i></p> <p><i>Now we can see what is in the room.</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>POINT TO the picture and SAY: The picture shows what you can see when the light is on in the room.</p> <p>READ the item, POINT TO the options, and SAY:</p> <p>A B</p> | <p>DESCRIBE:</p> <p><i>The picture shows a ball on a chair in a room.</i></p> <p><i>The picture shows a ball on a chair in a room.</i></p> <p><i>The picture shows a ball on a chair in a dim room.</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 flashlight a cup</p> | <p><i>None</i></p> |

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No. 3

| 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>C</p> | <p>DESCRIBE:</p> <p><i>The picture shows a flashlight, an apple, and an eye. There is an arrow pointing from the flashlight to the apple and an arrow pointing from the apple to the eye.</i></p> <p><i>The picture shows a flashlight, an eye, and an apple. There is an arrow pointing from the flashlight to the eye and an arrow pointing from the eye to the apple.</i></p> <p><i>The picture shows an apple, a flashlight, and an eye. There is an arrow pointing from the apple to the flashlight and an arrow pointing from the flashlight to the eye.</i></p> |

No. 4

| Administration Script | Alternative Text for a Student with Visual Impairment |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>READ the item, POINT TO the options, and SAY:</p> <p>chair</p> <p>Sun</p> <p>If the student only drags one graphic (correctly or incorrectly),</p> <p>SAY:</p> <p>Where should the other picture go?</p> | <p>DESCRIBE:</p> <p><i>The picture shows a blank box with an arrow pointing to another blank box and an arrow from that box to an eye.</i></p> |

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No. 5

| Administration Script | Alternative Text for a Student with Visual Impairment |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <p>READ the item, POINT TO the options, and SAY:</p> <p>eye</p> <p>flashlight</p> <p>flower</p> <p>If the student only drags one graphic (correctly or incorrectly),</p> <p>SAY:</p> <p>Where should the other pictures go?</p> | <p>DESCRIBE:</p> <p><i>The picture shows three empty boxes with arrows pointing to the right in between them.</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—Matter

| 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>The child drops butter into a pot on the stove. The heat causes the butter to melt. The butter changes from a solid to a liquid, but it is still butter.</p> | <p><i>None</i></p> |

| Optional Individualization | Alternative Text for a Student with Visual Impairment |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| <p>Test examiner may melt butter in a microwave or on a stove. Test examiner should describe the process using the same text as above.</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>READ the item, POINT TO the options, and SAY:</p> <p>A</p> <p>B</p> | <p>DESCRIBE:</p> <p><i>The picture shows melted chocolate.</i></p> <p><i>The picture shows a chocolate bar.</i></p> |

No. 7

| 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 new candle.</i></p> <p><i>The picture shows a puddle of wax with a wick in the middle.</i></p> |

No. 8

| Administration Script | Alternative Text for a Student with Visual Impairment |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| <p>POINT TO the picture and SAY:</p> <p>This picture shows cheese before and after the cheese melts.</p> <p>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 picture and SAY: This picture shows a glass of orange juice before and after freezing. The frozen orange juice weighs 8 ounces.</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 a glass of water that weighs 6 ounces.</p> <p>Part A</p> <p>READ the item, POINT TO the options, and SAY:</p> <p>A B C</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 water spilled out of a glass.</i></p> <p><i>The picture shows ice in the shape of a glass.</i></p> <p><i>The picture shows a glass of water.</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— Light | 8 | Video | <ul style="list-style-type: none"> • None |
| Orienting Activity 2— Matter | 12 | Video | <ul style="list-style-type: none"> • Butter • Bowl • Microwave or stove |