



California Assessment of
Student Performance and Progress

California Alternate Assessment for Science

PRACTICE TEST

**Directions for Administration
Grade 8**

Life Sciences

**Inherited Traits and Food and
Growth**

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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 web document:](https://www.cde.ca.gov/ta/tg/ca/documents/caaqrpractice.pdf)
<https://www.cde.ca.gov/ta/tg/ca/documents/caaqrpractice.pdf>
- [California Alternate Assessments web page—](https://www.caaspp.org/administration/about/caa/)
<https://www.caaspp.org/administration/about/caa/>
- *CAA Practice Test Scoring Guide—Grade 8—Life Sciences—Inherited Traits—Food and Growth (PDF)*
 - <https://www.caaspp.org/rsc/pdfs/CAA.Science.PT-Scoring-Guide.Grade8.Life-Sciences.Inherited-Traits.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 16 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—Inherited Traits

The purpose of this activity is for the student to observe examples of offspring that blend traits of both parents.

In this orienting activity, the student will observe pictures of parent animals with different traits and pictures of offspring that have a combination of traits from both parents.

Orienting Activity 2—Food and Growth

The purpose of this activity is for the student to observe that food taken in by an organism is used for growth and energy.

In this orienting activity, the student will observe a picture of an organism eating food at three different time periods and observe how the organism has grown in each subsequent time period.

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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—Inherited Traits

| Administration Script | Alternative Text for a Student with Visual Impairment |
|---|---|
| <p>SAY: Not all rabbits look alike.</p> <p>DO:</p> <ul style="list-style-type: none"> Show Graphics 1 and 2 to the student. <p>POINT TO Graphic 1 and SAY: This is a mother rabbit with white fur and straight ears.</p> <p>POINT TO Graphic 2 and SAY: This is a father rabbit with gray fur and floppy ears. The mother rabbit and father rabbit have a baby rabbit.</p> <p>DO:</p> <ul style="list-style-type: none"> Show Graphic 3 to the student. <p>POINT TO Graphic 3 and SAY: The baby rabbit has straight ears like its mother and gray fur like its father. Children will often have parts of them that look like one parent and other parts that look like the other parent.</p> | <p>DESCRIBE:</p> <p>(Graphic 1) <i>The picture shows a rabbit with white fur and straight ears.</i></p> <p>(Graphic 2) <i>The picture shows a rabbit with gray fur and floppy ears.</i></p> <p>(Graphic 3) <i>The picture shows a baby rabbit with gray fur and straight ears.</i></p> |

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| Optional Individualization | Alternative Text for a Student with Visual Impairment |
|---|---|
| <p>Test examiner can substitute graphics used during classroom instruction.</p> | <p>DESCRIBE: <i>Use the same verbal prompts as above, substituting descriptions of the individualized pictures for Graphics 1 – 3.</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 top picture and SAY: This is the parent dog.</p> <p>POINT TO the bottom picture and SAY: This is a puppy.</p> <p>READ the item, POINT TO the options, and SAY: fur tail</p> | <p>DESCRIBE:</p> <p><i>The picture shows a parent dog with brown and white fur and a long tail.</i></p> <p><i>The picture shows a puppy with brown and white fur and a short tail.</i></p> <p><i>The picture shows the puppy with an arrow pointing to its fur.</i></p> <p><i>The picture shows the puppy with an arrow pointing to its tail.</i></p> |

No. 2

| Administration Script | Alternative Text for a Student with Visual Impairment |
|--|--|
| <p>POINT TO the top two pictures and SAY: These are parent plants.</p> <p>POINT TO the bottom picture and SAY: This is the offspring plant.</p> <p>READ the item and POINT TO each option as it is read.</p> | <p>DESCRIBE:</p> <p><i>The picture shows two parent plants with purple flowers. There is a line from the parent plants at the top to a plant at the bottom. The plant at the bottom has white flowers instead of purple flowers. The leaves on all of the plants are the same size.</i></p> |

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No. 3

| Administration Script | Alternative Text for a Student with Visual Impairment |
|---|--|
| <p>POINT TO the top two guinea pigs and SAY: These are the mother and father guinea pigs.</p> <p>POINT TO the bottom picture and SAY: This is a baby guinea pig.</p> <p>READ the item and POINT TO each option as it is read.</p> | <p>DESCRIBE:</p> <p><i>The picture shows a mother guinea pig with long black and white hair and pink eyes.</i></p> <p><i>The picture shows a father guinea pig with short brown and white fur and black eyes.</i></p> <p><i>The picture shows a baby guinea pig with short black and white fur and pink eyes.</i></p> |

No. 4

| Administration Script | Alternative Text for a Student with Visual Impairment |
|---|--|
| <p>POINT TO the picture and SAY: This is the father dog. This is the mother dog. This is their puppy.</p> <p>READ the item and POINT TO each option as it is read.</p> | <p>DESCRIBE:</p> <p><i>The picture shows the father dog. He has black and white fur, stand-up ears, and blue eyes.</i></p> <p><i>The picture shows the mother dog. She has black fur, floppy ears, and brown eyes.</i></p> <p><i>The picture shows the puppy. The puppy has black fur, stand-up ears, and brown eyes.</i></p> |

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No. 5

| Administration Script | Alternative Text for a Student with Visual Impairment |
|--|---|
| <p>POINT TO the picture and SAY: This is a father mouse. This is a mother mouse. This is Child 1. This is Child 2.</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 a father mouse with gray fur, no tail, and black eyes.</i></p> <p><i>The picture shows a mother mouse with white fur, a long tail, and red eyes.</i></p> <p><i>The picture shows child 1 with white fur, a long tail, and red eyes.</i></p> <p><i>The picture shows child 2 with gray fur, a long tail, and black eyes.</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—Food and Growth

| Administration Script | Alternative Text for a Student with Visual Impairment |
|---|---|
| <p>SAY: Food gives animals the energy they need to grow.</p> <p>DO:</p> <ul style="list-style-type: none"> Show Graphic 4 to the student. <p>SAY: Here we see a kitten eating food and getting bigger every 2 months.</p> | <p>DESCRIBE:</p> <p><i>The picture shows a kitten eating food labeled 2 months old.</i></p> <p><i>The picture shows the kitten even bigger labeled 4 months old.</i></p> <p><i>The picture shows a cat labeled 6 months old.</i></p> |

| Optional Individualization | Alternative Text for a Student with Visual Impairment |
|--|---|
| <p>The test examiner may substitute a different example used in classroom instruction of an animal growing from eating food.</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 pictures and SAY: This shows a baby and an adult. 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 pictures and SAY: This shows a puppy and an adult dog. 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>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 pictures and SAY: This shows a kitten and a cat. READ the item and POINT TO each option as it is read.</p> | <p>DESCRIBE: <i>The picture shows a kitten eating food from a bowl.</i> <i>The picture shows a cat.</i></p> |

No. 10

| Administration Script | Alternative Text for a Student with Visual Impairment |
|--|--|
| <p>READ the item and POINT TO each option as it is read.</p> <p>If the student only provides one response (correctly or incorrectly),</p> <p>SAY: What goes in the first box? What goes in the second box? What goes in the third box?</p> | <p>DESCRIBE: <i>The picture shows three blank boxes with an arrow between each box.</i> <i>The picture shows a person's stomach.</i> <i>The picture shows a person's mouth.</i> <i>The picture shows a person's throat.</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— Inherited Traits | 8 | Graphics 1 – 3 | <ul style="list-style-type: none"> • Test examiner can substitute graphics used during classroom instruction. |
| Orienting Activity 2— Food and Growth | 13 | Graphic 4 | <ul style="list-style-type: none"> • Test examiner may substitute a different example of an animal growing from eating food used in classroom instruction. |

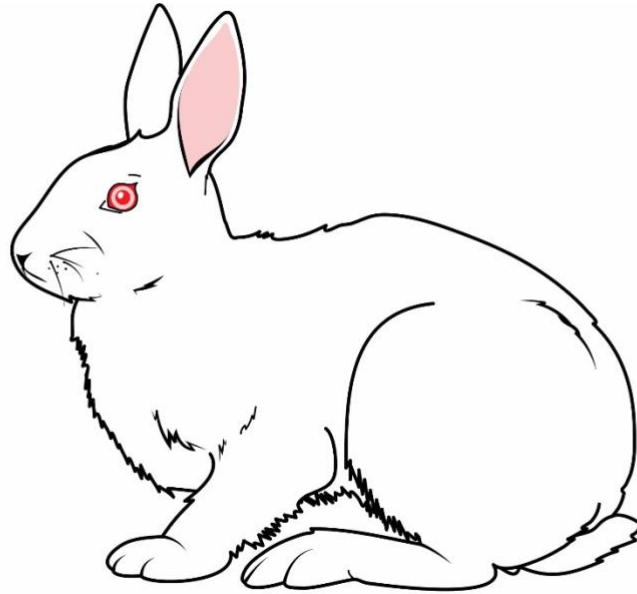
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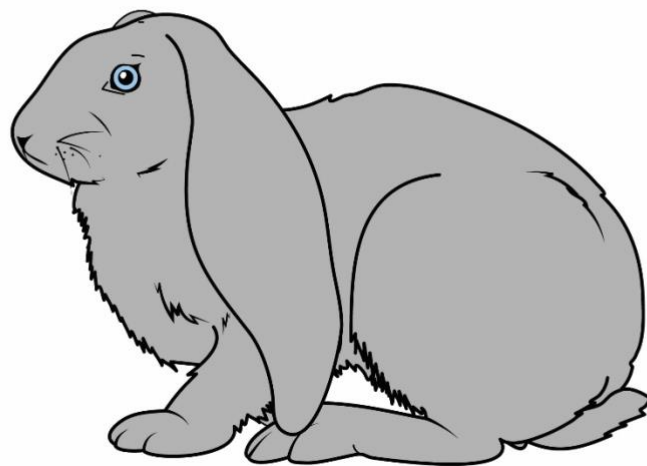
Appendix B: Graphics

Cut along the dotted lines.

Graphics 1 – 2



Graphic 1



Graphic 2

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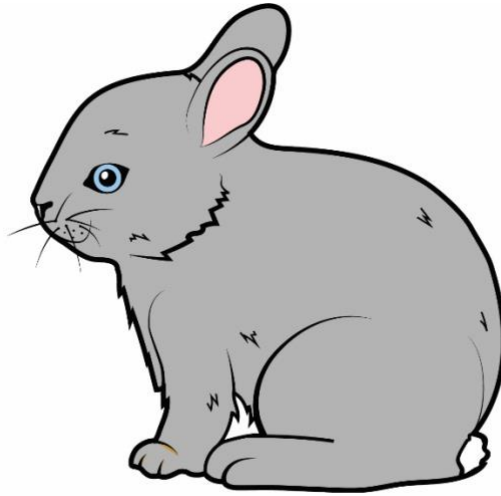
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Graphic 3



Graphic 3

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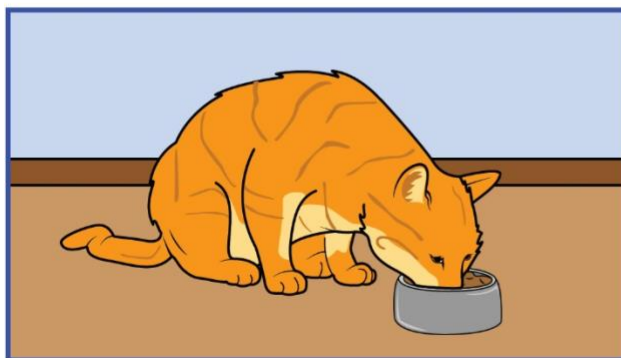
Graphic 4



2 months old



4 months old



6 months old

Graphic 4