
California Alternate Assessment

California Assessment of Student
Performance and Progress



Physical Sciences Directions for Administration



Grade 8, Practice Test



CAA for Science Administration Notes

For questions regarding the CAA for Science or other CAASPP assessments:

- Parents/Guardians should contact their child’s teacher.
- Test examiners and other school personnel should contact their LEA CAASPP coordinator.
- LEA CAASPP coordinators should contact the California Technical Assistance Center (CalTAC) by phone at 800-955-2954 or by email at caltac@ets.org. CalTAC is open from 7 a.m. to 5 p.m., Monday through Friday.
- For more information on all aspects of the CAAs, including test security, item types, and guidelines, refer to the *Online Test Administration Manual for CAASPP Testing*, which is linked on the [CAASPP Manuals and Instructions web page](https://www.caaspp.org/administration/instructions/index.html) at <https://www.caaspp.org/administration/instructions/index.html>

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Directions for Administration

About the Practice Test *Directions for Administration*

This California Alternate Assessment (CAA) for Science *Directions for Administration (DFA)* document contains information needed by test examiners to prepare for and administer one of the practice test performance tasks (PTs). 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, referred to as test items, 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 at <https://www.cde.ca.gov/ta/tg/ca/documents/caaqrpractice.pdf>
- [California Alternate Assessments](https://www.caaspp.org/administration/about/caa/) web page at <https://www.caaspp.org/administration/about/caa/>
- [CAA for Science: Practice Test Scoring Guide—Physical Sciences, Grade Eight \(PDF\)](https://www.caaspp.org/rsc/pdfs/CAA.Science.PT-Scoring-Guide.Grade8.Physical-Sciences.Thermal-Energy.pdf) web document at <https://www.caaspp.org/rsc/pdfs/CAA.Science.PT-Scoring-Guide.Grade8.Physical-Sciences.Thermal-Energy.pdf>

Directions for Administration (cont.)

Using the *Directions for Administration*

This *DFA* contains the script for administration of this CAA for Science embedded PT. Keywords, symbols, and instructions for test examiners are as follows:

Guide to Administration Scripts	How the Test Examiner Should Proceed
SAY	The test examiner reads the material aloud to the student.
POINT TO the corresponding picture	The test examiner points to the information on the screen.
READ each option and POINT TO the corresponding picture	The test examiner reads each option on the screen aloud while pointing to the graphics or text on the screen.
DO	The test examiner performs an action.
ALT	The test examiner reads the alternative text instead of pointing to the image.
IND	The test examiner has the option of administering the orienting activity or test item using either the original format or an individualized format. Guidelines for administering in both formats are provided in the <i>DFA</i> .

Alternative Text for a Student with Visual Impairment **ALT**

Within the *DFA* is boxed and *italicized* text preceded by the **ALT** symbol that provides the Alternative Text for a Student with Visual Impairment. The alternative text in these boxes 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 for students who are visually impaired 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.

Optional Individualization **IND**

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 individualized education program (IEP). To maximize engagement for all students, the CAA for Science sometimes offers additional options for individualization in specific orienting activities and test items. This *DFA* provides test examiners with guidelines on how to individualize.

Directions for Administration (cont.)

In preparation for administering this PT to a student, review the listed options for individualization and then 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 may 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 12 in [appendix A](#).

Student Responses

The CAAs are designed for one-on-one administration between a student and a test examiner who is familiar with the student. When able, students should provide responses directly into the testing device. In some cases, the test examiner may select the responses indicated by the student by means that include, but are not limited to, gesture, eye gaze, or an alternative communicative device. 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 on any CAA.**

Videos

Videos are sometimes used to provide demonstrations of scientific phenomena. **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.

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. Testing may resume at a later time as appropriate for the student.

If a student does not regain productivity and engagement, even after allowing breaks over multiple days, a test examiner may end a student's test. To end the test early, advance through the remaining test items and then submit the test.

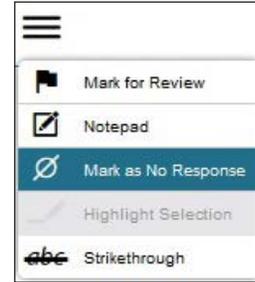
A student should be administered as much content of each PT as possible. Take the time necessary to elicit the student's best performance on each test item. A student should use the mode(s) of communication used in daily instruction.

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 IEP. Please note that all test items may be individualized based upon the student's IEP.

Directions for Administration (cont.)

Selecting the “Mark as No Response” Option*

Ultimately, the professional judgment of a test examiner who is familiar with the student will ensure each student gets the best possible opportunity to demonstrate what the student knows and can do. For cases where the student is presented with a test item and does not provide a response, a “Mark as No Response” option is available for each test item and is found in the context menu (☰) in the upper right corner of the screen. Test examiners then select the **[Mark as No Response]** option and proceed to the next test item. Please remember that test examiners should use this option only if they have presented the test item (i.e., read the test item) to the student and the student did not provide a response, despite the test examiner’s best efforts to elicit a response. More information on response options is available in the document [Response Options for Alternate Assessments](https://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC--Response-Options-for-Alternate-Assessments.2021.pdf) located at <https://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC--Response-Options-for-Alternate-Assessments.2021.pdf>.



* The “Mark as No Response” option is not available on the CAAs for English language arts/literacy and mathematics.

“Mark as No Response” Option Versus Next

Presented Test Item to Student?	Student Response	Test Examiner Action
Yes	Student provides no response.	Select [Mark as 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.

Administering the Science Test



Preparation for the Orienting Activity

The orienting activities prepare the student for the actual test items. The first orienting activity introduces concepts covered in the first five test items of the embedded PT. The second orienting activity introduces concepts covered in the last five test items.

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—Thermal Energy

The purpose of this activity is for the student to observe a picture that shows a chemical reaction releasing light energy.

Orienting Activity 2—Light Waves

The purpose of this activity is for the student to watch a video that shows light getting both dimmer and brighter.

Begin the Orienting Activity

Log the student on to the test delivery system now.



Thermal Energy

Script for Orienting Activity 1—Thermal Energy

DO: Show [Graphic 1](#) to the student.

SAY: This picture shows a candle with a flame. The chemical reaction of the burning candle gives off light energy from the flame.

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



Scripts for the First Set of Test Items

1

READ the item, **POINT TO** the options, and

SAY: exploding fireworks

ALT *The picture shows exploding fireworks in a dark sky.*

SAY: food coloring in water

ALT *The picture shows a dropper above a beaker adding blue food coloring to water.*

2

READ the item, **POINT TO** the options, and

SAY: ice

stove

3

POINT TO the picture and

SAY: The temperature in the empty beaker is 70 degrees. When the two powders are mixed together, the temperature changes to 30 degrees.

ALT *The first picture shows an empty beaker with a thermometer reading 70 degrees. The second picture shows a white powder and a blue powder in separate beakers being poured into the empty beaker. The third picture shows the clumpy mixture of powders at 30 degrees.*

READ the item and **POINT TO** each option as it is read.



4

READ the item, **POINT TO** the options, and

SAY: mixing liquids

ALT *The picture shows two liquids that are 70 degrees being mixed. The mixture turns green and is 60 degrees.*

SAY: burning logs

ALT *The picture shows logs that are 70 degrees. An arrow points to the logs burning, and they are 1,000 degrees.*

SAY: mixing liquid and powder

ALT *The picture shows powder being added to liquid that is 70 degrees. The liquid foams up and is 60 degrees.*

5

DO: Play the video.

ALT *The video begins with a pack that has a picture of a snowflake on it. The temperature of the pack is 70 degrees. Two hands grab the pack and bend it, causing something inside to snap. The pack is then shaken. The temperature of the pack is now 40 degrees.*

After the video is played,

SAY: Materials in the pack were mixed together.

Part A

READ the item and **POINT TO** each option as it is read.

Part B

READ the item and **POINT TO** each option as it is read.

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



Light Waves

Script for Orienting Activity 2—Light Waves

IND

SAY: Light has different features. One feature is brightness.

DO: Play the video. As the video plays,

SAY: There is a person in a brightly lit room. The person turns a knob, and the light gets darker. The person turns the knob again, and the light gets brighter. Light can be brighter or darker.

IND The test examiner may bring the student into a room with dimmable lights and make the lights dimmer and brighter.

— This concludes Orienting Activity 2. —

Continue testing on screens 6 through 10, which correspond to on-screen sequence numbers.



Scripts for the Second Set of Test Items

6

POINT TO the picture and

SAY: This shows many lights.

ALT The picture shows four small lights. One is orange, one is green, one is red, and one is blue.

READ the item and **POINT TO** each option as it is read.

7

READ the item, **POINT TO** the options, and

SAY: A

ALT The picture shows a room with a few lit candles.

SAY: B

ALT The picture shows a room with the lights on.

8

DO: Play the video. As the video plays,

SAY: This shows one child talking to another child through two cups and a string.

ALT The video shows one child talking to another child through two cups attached to a string. One child speaks into a cup, and the other child listens through the other cup.

READ the item and **POINT TO** each option as it is read.



9

DO: Read the labels on the video, and then play the video.

ALT *The video shows a laser sending a light to a mirror; the light hits the mirror, changes direction, and ends at the finishing point.*

As the video plays,

SAY: This shows a laser.

READ the item and **POINT TO** each option as it is read.

10

READ the item and **POINT TO** each option as it is read.

If the student only provides one response (correctly or incorrectly),

SAY: What other thing will light not go through?

— You have completed this performance task. —

Appendices

Appendix A: Summary of Materials

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

Student Interaction	Page	Exemplar Materials	Optional Materials for Individualization
Orienting Activity 1— Thermal Energy	6	Graphic 1	None
Orienting Activity 2— Light Waves	9	Video	The test examiner may bring the student into a room with dimmable lights and make the lights dimmer and brighter.

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Appendices (cont.)

Appendix B: Graphics

Graphic 1



[Return to script for Graphic 1](#)

