



California Assessment of
Student Performance and Progress

California Alternate Assessment for Science

PRACTICE TEST

Directions for Administration Grade 8

Physical Sciences

Thermal Energy and Light Waves

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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 web page](https://www.caaspp.org/administration/about/caa/)—
<https://www.caaspp.org/administration/about/caa/>
- *CAA Practice Test Scoring Guide—Grade 8—Physical Sciences—Thermal Energy—Light Waves (PDF)*
 - <https://www.caaspp.org/rsc/pdfs/CAA.Science.PT-Scoring-Guide.Grade8.Physical-Sciences.Thermal-Energy.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 Activity

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—Thermal Energy

The purpose of this activity is for the student to observe an example of a chemical reaction that releases light energy.

In this orienting activity, the student will observe a picture of a lit candle.

Orienting Activity 2—Light Waves

The purpose of this activity is for the student to observe that light can have different brightness or color.

In this activity, the student will watch a video of light getting dimmer and brighter.

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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—Thermal Energy

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 shows a candle with a flame. The chemical reaction of the burning candle gives off light energy from the flame.</p>	<p>DESCRIBE:</p> <p><i>(Graphic 1) The picture shows a candle with a flame.</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: exploding fireworks food coloring in water</p>	<p>DESCRIBE: <i>The picture shows exploding fireworks.</i> <i>The picture shows a dropper above a beaker adding blue food coloring to water.</i></p>

No. 2

Administration Script	Alternative Text for a Student with Visual Impairment
<p>READ the item, POINT TO the options, and SAY: ice stove</p>	<p><i>None</i></p>

No. 3

Administration Script	Alternative Text for a Student with Visual Impairment
<p>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. READ the item and POINT TO each option as it is read.</p>	<p>DESCRIBE: <i>The first picture shows an empty beaker with a thermometer reading 70 degrees.</i> <i>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.</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>mixing liquids</p> <p>burning logs</p> <p>mixing liquid and powder</p>	<p>DESCRIBE:</p> <p><i>The picture shows two liquids that are 70 degrees being mixed. The mixture turns green and is 60 degrees.</i></p> <p><i>The picture shows logs that are 70 degrees. An arrow points to the logs burning and they are 1,000 degrees.</i></p> <p><i>The picture shows powder being added to liquid that is 70 degrees. The liquid foams up and is 60 degrees.</i></p>

No. 5

Administration Script	Alternative Text for a Student with Visual Impairment
<p>DO:</p> <ul style="list-style-type: none"> • Play the video. <p>After the video is played SAY:</p> <p>Materials in the pack were mixed together.</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 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.</i></p>

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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—Light Waves

Administration Script	Alternative Text for a Student with Visual Impairment
<p>SAY:</p> <p>Light has different features. One feature is brightness.</p> <p>DO:</p> <ul style="list-style-type: none"> • Play the video. <p>As the video plays SAY:</p> <p>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.</p>	<p><i>None</i></p>

Optional Individualization	Alternative Text for a Student with Visual Impairment
<p>The test examiner may bring the student into a room with dimmable lights and make the lights dimmer and brighter.</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 shows many lights.</p> <p>READ the item and POINT TO each option as it is read.</p>	<p>DESCRIBE: <i>The picture shows four small lights. One is orange, one is green, one is red, and one is blue.</i></p>

No. 7

Administration Script	Alternative Text for a Student with Visual Impairment
<p>READ the item, POINT TO the options, and SAY: A B</p>	<p>DESCRIBE: <i>The picture shows a room with a few lit candles.</i> <i>The picture shows a room with the lights on.</i></p>

No. 8

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: This shows one child talking to another child through two cups and a string.</p> <p>READ the item and POINT TO each option as it is read.</p>	<p>DESCRIBE: <i>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.</i></p>

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No. 9

Administration Script	Alternative Text for a Student with Visual Impairment
<p>DO:</p> <ul style="list-style-type: none"> Read the labels on the video and then play the video. <p>As the video plays SAY:</p> <p>This shows a laser.</p> <p>READ the item and POINT TO each option as it is read.</p>	<p>DESCRIBE:</p> <p><i>The video shows a laser sending a light to a mirror; the light hits the mirror, changes direction, and ends at the finishing point.</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:</p> <p>What other thing will light not go through?</p>	<p><i>None</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— Thermal Energy	8	Graphic 1	<ul style="list-style-type: none"> None
Orienting Activity 2— Light Waves	12	Video	<ul style="list-style-type: none"> Test examiner may bring the student into a room with dimmable lights and make the lights dimmer and brighter.

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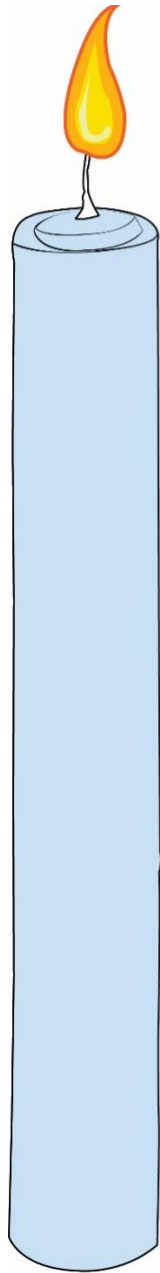
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Appendix B: Graphics

Graphic 1



Graphic 1