



California Assessment of  
Student Performance and Progress

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# **California Alternate Assessment for Science**

## **PRACTICE TEST**

### **Directions for Administration High School Life Sciences**

#### **Mitosis and Resources**

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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

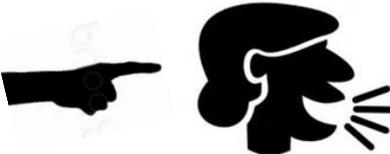
- [How to Start a Practice Test Session for the CAAs web document:](https://www.cde.ca.gov/ta/tg/ca/documents/caaqrpractice.pdf)  
<https://www.cde.ca.gov/ta/tg/ca/documents/caaqrpractice.pdf>
- [California Alternate Assessments web page](https://www.caaspp.org/administration/about/caa/)—  
<https://www.caaspp.org/administration/about/caa/>
- *CAA Practice Test Scoring Guide—High School—Life Sciences—Mitosis—Resources (PDF)*
  - <https://www.caaspp.org/rsc/pdfs/CAA.Science.PT-Scoring-Guide.HS.Life-Sciences.Mitosis.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
<b>SAY</b>	 <p>The test examiner reads the material out loud to the student.</p>
<b>POINT TO</b>	 <p>The test examiner points to the information on the screen.</p>
<b>READ</b> each option and <b>POINT TO</b> <i>or</i> <b>POINT TO</b> and <b>SAY</b>	 <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>
<b>DO</b>	<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.

## 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 <b>no response option</b> 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 <b>next</b> 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 18 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—Mitosis

The purpose of this activity is for the student to observe examples of organisms with one cell and organisms that have many cells.

In this orienting activity, the student will observe two examples of single-celled organisms and two examples of cells from multi-cellular organisms.

#### Orienting Activity 2—Resources

The purpose of this activity is for the student to observe the factors that affect the number of organisms in an area.

In this activity, the student will observe two pictures of the same area. The first picture shows many resources and animals, and the second picture shows fewer resources and animals.

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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—Mitosis

Administration Script	Alternative Text for a Student with Visual Impairment
<p><b>SAY:</b></p> <p><b>Organisms are made up of different kinds of cells. Some have one cell and some have many cells.</b></p> <p><b>DO:</b></p> <ul style="list-style-type: none"> <li>Place Graphics 1 – 4 (examples of uni- and multi-cellular organisms) in front of the student.</li> </ul> <p><b>SAY:</b></p> <p><b>Here are two examples of organisms that have one cell and organisms that have many cells.</b></p> <p><b>DO:</b></p> <ul style="list-style-type: none"> <li>Place Labels A – B in front of the student.</li> </ul> <p><b>SAY:</b></p> <p><b>Let’s put the “one cell” label under each organism with one cell and a “many cells” label under each organism with many cells.</b></p> <p><b>DO:</b></p> <ul style="list-style-type: none"> <li>Place Label A under graphics 1 and 2 and Label B under graphics 3 and 4.</li> </ul>	<p><b>DESCRIBE:</b></p> <p><i>(Graphic 1) The picture shows an example of a collection of many cells made of rectangular and irregular shapes.</i></p> <p><i>(Graphic 2) The picture shows an example of a collection of many cells made up of ovals, rectangles, and circles.</i></p> <p><i>(Graphic 3) The picture shows an example of a single cell that has a squiggly border with one large circle and three small circles inside of it.</i></p> <p><i>(Graphic 4) The picture shows an example of a single cell that is star shaped and has a dot on the inside.</i></p> <p><i>(Label A) The label says many cells.</i></p> <p><i>(Label B) The label says one cell.</i></p>

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Optional Individualization	Alternative Text for a Student with Visual Impairment
Pictures used during instruction that show examples of organisms that have one cell or many cells can be used in place of the provided graphics.	<b>DESCRIBE:</b> <i>Use the same verbal prompts as above substituting a description of the individualized pictures for Graphics 1 – 4.</i>

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*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><b>POINT TO</b> the picture and <b>SAY:</b>  <b>These are cells in the human body.</b></p> <p><b>READ</b> the item and <b>POINT TO</b> each option as it is read.</p>	<p><b>DESCRIBE:</b></p> <p><i>The picture shows two human cells. The first cell is shaped like a star with a dot in the center.</i></p> <p><i>The third cell is round with a dot in the center and a comb-like structure on the top.</i></p>

### No. 2

Administration Script	Alternative Text for a Student with Visual Impairment
<p><b>READ</b> the item, <b>POINT TO</b> the options, and <b>SAY:</b>  <b>a cross view of a plant leaf</b>  <b>bacteria</b></p>	<p><b>DESCRIBE:</b></p> <p><i>The picture shows 3 layers. The top layer has long, flat ovals with a dot in the centers. The middle layer has tall, wide ovals with a dot in the centers. The bottom layer has smaller, round shapes with a dot in the centers.</i></p> <p><i>The picture shows two green ovals side by side.</i></p>

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### No. 3

Administration Script	Alternative Text for a Student with Visual Impairment
<p><b>READ</b> the item, <b>POINT TO</b> the options, and <b>SAY</b>:</p> <p><b>a cell with one nucleus</b></p> <p><b>a cell with two nuclei</b></p> <p><b>a cell shaped like a star</b></p>	<p><b>DESCRIBE:</b></p> <p><i>The picture shows a cell shaped like a circle with a dot in the center.</i></p> <p><i>The picture shows a cell with two circles on the ends that are connected in the middle. There is a dot in the center of each circle.</i></p> <p><i>The picture shows a cell shaped like a star with a dot in the center.</i></p>

### No. 4

Administration Script	Alternative Text for a Student with Visual Impairment
<p><b>READ</b> the item and <b>POINT TO</b> each option as it is read.</p>	<p><i>None</i></p>

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### No. 5

Administration Script	Alternative Text for a Student with Visual Impairment
<p><b>READ</b> the item, <b>POINT TO</b> the options, and <b>SAY</b>:</p> <p><b>two cells</b> <b>one cell</b> <b>one cell with two nuclei</b></p> <p>If the student does not respond, <b>SAY</b>:</p> <p><b>What goes in the first box? What goes in the middle box? What goes in the last box?</b></p>	<p><b>DESCRIBE:</b></p> <p><i>The picture shows three empty boxes in a row. An arrow points from the first to the second box. An arrow points from the second to the third box.</i></p> <p><i>The picture shows two separate circles with a dot in the middle of each.</i></p> <p><i>The picture shows one circle with a dot in the middle.</i></p> <p><i>The picture shows two connected circles with a dot near the top in one circle and a dot near the bottom in the other circle.</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—Resources

Administration Script	Alternative Text for a Student with Visual Impairment
<p><b>SAY:</b></p> <p><b>The number of animals in an area depends on the amount of available food and water.</b></p> <p><b>DO:</b></p> <ul style="list-style-type: none"> <li>• Show Graphic 5 to the student.</li> </ul> <p><b>POINT TO</b> Graphic 5 and <b>SAY:</b></p> <p><b>This shows an area of land with a river. There are many plants and wildlife.</b></p> <p><b>DO:</b></p> <ul style="list-style-type: none"> <li>• Show Graphic 6 to the student.</li> </ul> <p><b>POINT TO</b> Graphic 6 and <b>SAY:</b></p> <p><b>This shows the same area, but the river has dried up. Without the river there are less plants and most of the animals have left.</b></p>	<p><b>DESCRIBE:</b></p> <p><i>(Graphic 5) The picture shows an area of land with a river flowing through it. The land is full of plants, animals, flowers, and trees.</i></p> <p><i>(Graphic 6) The picture shows the same area of land, but the river is gone and is now just dirt. Most of the plants are gone and there is only 1 deer.</i></p>

Optional Individualization	Alternative Text for a Student with Visual Impairment
<p>The test examiner may substitute pictures used in classroom discussion which show how the availability of resources affects the population of an area.</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><b>POINT TO</b> the pictures and <b>SAY:</b>  <b>This shows the same cornfield at two different times. Before. Now.</b>  <b>READ</b> the item and <b>POINT TO</b> each option as it is read.</p>	<p><b>DESCRIBE:</b>  <i>The picture shows a green cornfield.</i>  <i>The picture shows a dry brown cornfield.</i></p>

#### No. 7

Administration Script	Alternative Text for a Student with Visual Impairment
<p><b>POINT TO</b> the pictures and <b>SAY:</b>  <b>This shows land with animals at two different times. Before. Now.</b>  <b>READ</b> the item and <b>POINT TO</b> each option as it is read.</p>	<p><b>DESCRIBE:</b>  <i>The picture shows a lion walking toward a group of antelope. There are four trees on the land behind the lion.</i>  <i>The picture shows the same lion walking on the same land. There are no antelope.</i></p>

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### No. 8

Administration Script	Alternative Text for a Student with Visual Impairment
<p><b>POINT TO</b> the pictures and <b>SAY:</b>  <b>This shows lizards at the same place at two different times. Before. Now.</b></p> <p><b>POINT TO</b> the graph and <b>SAY:</b>  <b>This graph shows the number of lizards for three months.</b></p> <p><b>POINT TO</b> each bar on the graph and <b>SAY:</b>  <b>In January there were about 95 lizards, in February there were 50 lizards, and in March there were about 45 lizards.</b></p> <p><b>READ</b> the item and <b>POINT TO</b> each option as it is read.</p>	<p><i>The picture shows a green land with seven lizards and trees.</i></p> <p><i>The picture shows the same land with less plants and only two lizards.</i></p>

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### No. 9

Administration Script	Alternative Text for a Student with Visual Impairment
<p><b>POINT TO</b> the pictures and <b>SAY:</b>  <b>This shows squirrels in a cornfield at two different times. Before. Now.</b></p> <p><b>POINT TO</b> the graph and <b>SAY:</b>  <b>This bar graph shows the amount of rainfall for three months. The graph shows an increase in rain from November to July.</b></p> <p><b>POINT TO</b> each bar on the graph and <b>SAY:</b>  <b>In November there was 1 inch of rain, in March there were 1½ inches of rain, and in July there were 2 inches of rain.</b></p> <p><b>READ</b> the item and <b>POINT TO</b> each option as it is read.</p>	<p><i>The picture shows two squirrels in a dry cornfield.</i></p> <p><i>The picture shows eight squirrels in a green cornfield eating corn.</i></p>

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### No. 10

Administration Script	Alternative Text for a Student with Visual Impairment
<p><b>POINT TO</b> the graph and <b>SAY:</b>  <b>Raccoons like to eat a lot of apples. This picture graph shows the amount of apples for two years.</b></p> <p><b>POINT TO</b> each row and <b>SAY:</b>  <b>In 2019 there were 60 pounds of apples, and in 2020 there were 20 pounds of apples.</b></p> <p>Part A</p> <p><b>READ</b> the item and <b>POINT TO</b> each option as it is read.</p> <p>Part B</p> <p><b>READ</b> the item and <b>POINT TO</b> each option as it is read.</p>	<p><b>DESCRIBE:</b></p> <p><i>The picture shows part of the picture graph from 2020 with 20 pounds of apples.</i></p> <p><i>The picture shows six raccoons.</i></p> <p><i>The picture shows two raccoons.</i></p>

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*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— Mitosis	8	Graphics 1 – 4 Labels A – B	<ul style="list-style-type: none"> <li>• Pictures used during instruction that show examples of organisms that have one cell or many cells can be used in place of the provided graphics.</li> </ul>
Orienting Activity 2— Resources	13	Graphics 5 – 6	<ul style="list-style-type: none"> <li>• Test examiner may substitute pictures used in classroom discussion which show how the availability of resources affects the population of an area in places of Graphics 5 – 6.</li> </ul>

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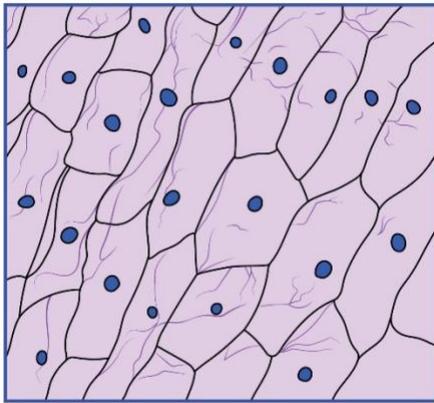
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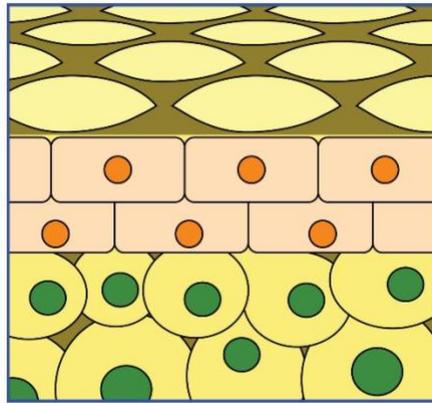
### Appendix B: Graphics

Cut along the dotted lines.

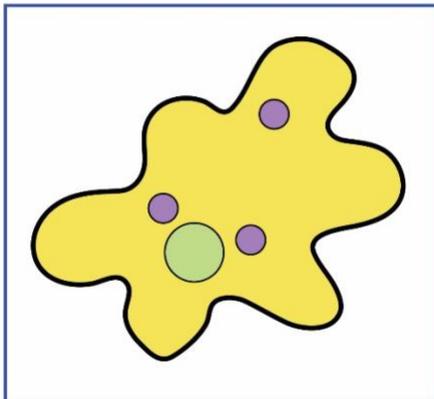
#### Graphics 1 – 4



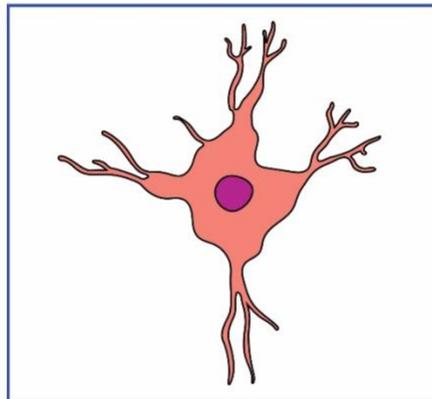
Graphic 1



Graphic 2



Graphic 3



Graphic 4

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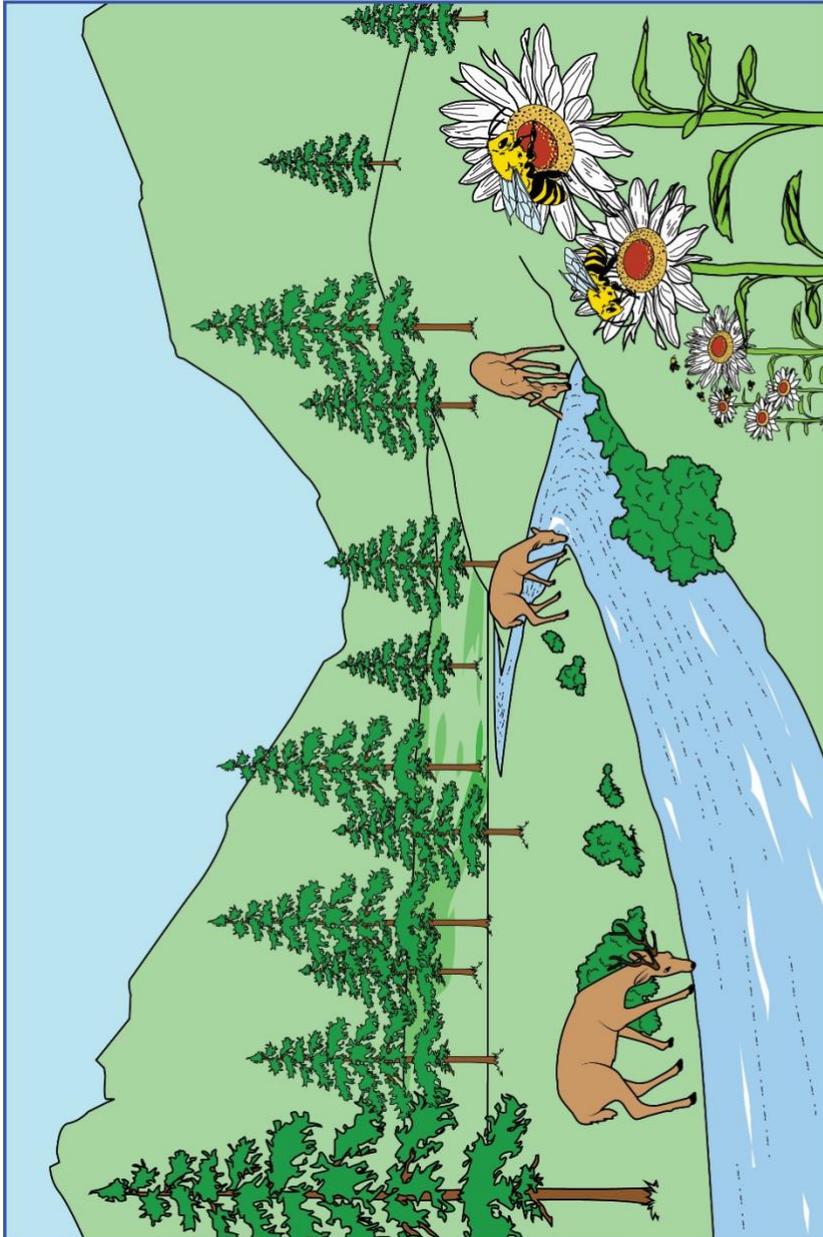
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### Graphic 5



Graphic 5

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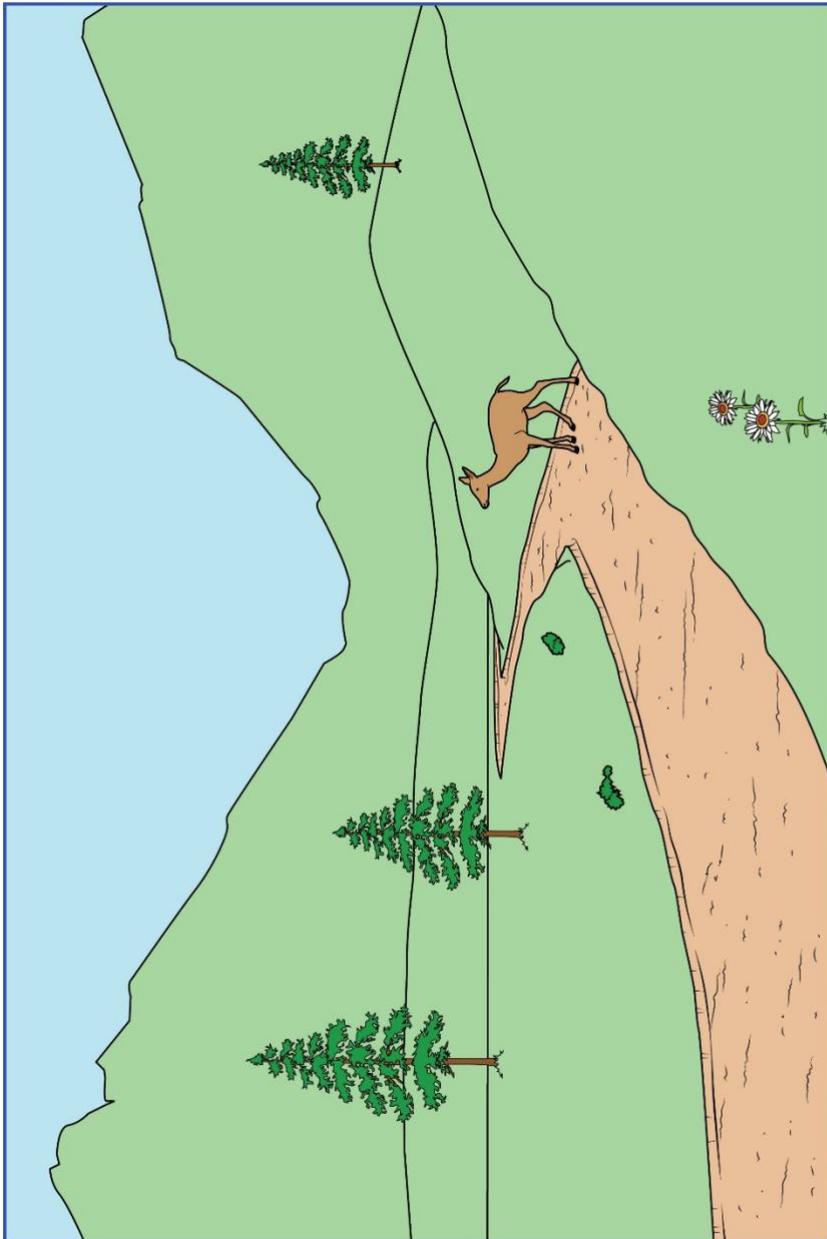
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## Graphic 6



Graphic 6

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### Labels A – B

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Label A

many cells

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Label A

one cell

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Label B

one cell

Label B