



California Assessment of  
Student Performance and Progress

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# **California Alternate Assessment for Science**

## **PRACTICE TEST**

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

#### **Equilibrium and Moving Objects**

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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—Physical Sciences—Equilibrium—Moving Objects (PDF)*
  - <https://www.caaspp.org/rsc/pdfs/CAA.Science.PT-Scoring-Guide.HS.Physical-Sciences.Equilibrium.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.

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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 <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 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—Equilibrium

The purpose of this activity is for the student to observe two materials of different temperatures move toward equilibrium.

In this orienting activity, the student will observe a video showing the temperature change when warmer water and colder water are combined.

#### Orienting Activity 2—Moving Objects

The purpose of this activity is for the student to observe that applying a force on an object affects the motion of the object.

In this activity, the student will observe how pushing an object will result in the object moving.

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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—Equilibrium

Administration Script	Alternative Text for a Student with Visual Impairment
<p><b>DO:</b></p> <ul style="list-style-type: none"> <li>• Play the video.</li> </ul> <p>As the video plays <b>SAY:</b></p> <p><b>This shows two cups of water. One is cold and the other is warm. The cold water is poured into the warm water. The warm water got colder.</b></p>	<p><b>DESCRIBE:</b></p> <p><i>The video shows two cups of water. One has ice in it and is 40 degrees. The other does not have ice in it and is 70 degrees. Water from the cup with ice is poured into the cup without ice. The temperature of the water in the cup without ice changes to 60 degrees.</i></p>

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Optional Individualization	Alternative Text for a Student with Visual Impairment
<p><b>DO:</b></p> <ul style="list-style-type: none"> <li>Provide two cups of water, one room temperature and one ice cold.</li> </ul> <p><b>SAY:</b></p> <p><b>Here are two cups of water. One is warm and the other is cold. Let's see what happens to the temperature of the warm water if we pour some of the cold water into that cup. First, let's see how cold the water in this cup is.</b></p> <p><b>DO:</b></p> <ul style="list-style-type: none"> <li>Have the student put their fingers in the cup of room temperature water. (If the student has sensory issues the TE should demonstrate.)</li> <li>Pour half of the cold water into the room temperature water.</li> </ul> <p><b>SAY:</b></p> <p><b>Let's see if the water got colder or warmer.</b></p> <p><b>DO:</b></p> <ul style="list-style-type: none"> <li>Have the student place their fingers in the cup of water to which the colder water was added. (If the student has sensory issues the TE should demonstrate.)</li> </ul> <p><b>SAY:</b></p> <p><b>We can feel that the water got colder.</b></p>	<p><i>None</i></p>

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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 pictures and <b>SAY:</b>  <b>This shows when two cold hands hold a hot pack.</b></p> <p><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 hot pack labeled 90 degrees.</i></p> <p><i>The picture shows the hands holding the hot pack labeled 80 degrees.</i></p>

#### No. 2

Administration Script	Alternative Text for a Student with Visual Impairment
<p><b>POINT TO</b> the picture and <b>SAY:</b>  <b>This shows two jars of liquid being mixed. One liquid is 60 degrees and the other liquid is 80 degrees. The mixed liquid is 70 degrees.</b></p> <p><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 jar with 60-degree liquid being poured in to a jar with 80-degree liquid.</i></p> <p><i>The picture shows a jar of liquid with a thermometer that reads 70 degrees.</i></p>

#### No. 3

Administration Script	Alternative Text for a Student with Visual Impairment
<p><b>POINT TO</b> the picture and <b>SAY:</b>  <b>This shows 60-degree water being added into a bathtub filled with 80-degree water.</b></p> <p><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 bathtub with a water temperature of 80 degrees. 60-degree water is being added into the bathtub from the faucet.</i></p>

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### No. 4

Administration Script	Alternative Text for a Student with Visual Impairment
<p><b>POINT TO</b> the picture and <b>SAY:</b>  <b>This shows a man about to get in a car with the air conditioner on.</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 a car with the air conditioner on. The temperature inside the car is 70 degrees. The temperature outside is 90 degrees. A man is about to open the car door.</i></p>

### No. 5

Administration Script	Alternative Text for a Student with Visual Impairment
<p><b>POINT TO</b> the picture and <b>SAY:</b>  <b>This shows two pictures of the same sink. Before. After.</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 a kitchen sink half full of water labeled 95 degrees. Below it is a picture of the same sink with a faucet pouring water in labeled 60 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—Moving Objects

Administration Script	Alternative Text for a Student with Visual Impairment
<p><b>SAY:</b> Today we are going to look at what makes things move.</p> <p><b>DO:</b></p> <ul style="list-style-type: none"> <li>Place a pen on the desk.</li> </ul> <p><b>POINT TO</b> the pen and <b>SAY:</b> Push the pen away from you.</p> <p><b>SAY:</b> You moved the pen by pushing it.</p> <p>If the student is unable to push the pen, demonstrate by pushing the pen yourself.</p> <p><b>DO:</b></p> <ul style="list-style-type: none"> <li>Push the pen.</li> </ul> <p><b>SAY:</b> I moved the pen by pushing it.</p>	<p><b>DESCRIBE:</b> <i>I am putting a pen on the desk.</i> <i>You (or I) pushed the pen.</i></p>

Optional Individualization	Alternative Text for a Student with Visual Impairment
<p>Students can be asked to close a door, if they are able, or some other activity that requires pushing an object to move it.</p>	<p><b>DESCRIBE:</b> <i>You (or I) (describe action) by pushing it.</i></p>

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*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>DO:</b></p> <ul style="list-style-type: none"> <li>Play the video.</li> </ul> <p>As the video plays <b>SAY:</b></p> <p><b>This video shows a child pushing a toy truck two times. The first push is a soft push. The second push is a hard push.</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 video starts with a child softly pushing a toy truck, and the truck moves a little bit. Next the child pushes the toy truck harder, and the truck moves farther.</i></p>

Optional Individualization	Alternative Text for a Student with Visual Impairment
<p><b>DO:</b></p> <ul style="list-style-type: none"> <li>Place a toy truck or car on the desk.</li> </ul> <p><b>SAY:</b></p> <p><b>I am going to push the truck softly.</b></p> <p><b>DO:</b></p> <ul style="list-style-type: none"> <li>Softly push the truck.</li> <li>Reset the truck.</li> </ul> <p><b>SAY:</b></p> <p><b>Now I am going to push the truck with a hard push.</b></p> <p><b>DO:</b></p> <ul style="list-style-type: none"> <li>Push the truck with a hard push.</li> </ul> <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>I pushed the truck softly, and the truck rolled a little bit.</i></p> <p><i>I pushed the truck with a hard push, and the truck rolled to the end of the desk.</i></p>

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### No. 7

Administration Script	Alternative Text for a Student with Visual Impairment
<p><b>DO:</b></p> <ul style="list-style-type: none"> <li>• Play the video.</li> </ul> <p>As the video plays <b>SAY:</b></p> <p><b>This video shows a child pushing an orange ball into a green ball.</b></p> <p><b>READ</b> the item, <b>POINT TO</b> the options, and <b>SAY:</b></p> <p><b>this far</b></p> <p><b>this far</b></p>	<p><b>DESCRIBE:</b></p> <p><i>The video starts with a child pushing an orange ball into a green ball. The green ball rolls a little bit.</i></p> <p><i>The picture shows the child and balls. The green ball is a little past the middle of the screen.</i></p> <p><i>The picture shows the child and balls. The green ball is almost at the end of the screen.</i></p>



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Optional Individualization	Alternative Text for a Student with Visual Impairment
<p><b>DO:</b></p> <ul style="list-style-type: none"> <li>Place an orange ball and a green ball on the desk.</li> </ul> <p><b>SAY:</b></p> <p><b>I am going to softly push the orange ball into the green ball.</b></p> <p><b>DO:</b></p> <ul style="list-style-type: none"> <li>Softly push the orange ball into the green ball.</li> <li>Reset the orange and green balls.</li> </ul> <p><b>SAY:</b></p> <p><b>Now I am going to push the orange ball into the green ball with a hard push.</b></p> <p><b>DO:</b></p> <ul style="list-style-type: none"> <li>Push the orange ball into the green ball with a hard push.</li> </ul> <p><b>READ</b> the item, <b>POINT TO</b> the options, and <b>SAY:</b></p> <p><b>this far</b></p> <p><b>this far</b></p>	<p><b>DESCRIBE:</b></p> <p><i>I softly pushed the orange ball into the green ball, and the green ball rolled a little bit.</i></p> <p><i>I pushed the orange ball into the green ball with a hard push, and the green ball rolled to the end of the desk.</i></p>

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### No. 8

Administration Script	Alternative Text for a Student with Visual Impairment
<p><b>DO:</b></p> <ul style="list-style-type: none"> <li>• Play the video.</li> </ul> <p>As the video plays <b>SAY:</b></p> <p><b>This video shows three different people pushing a toy truck on a table. First a 5-year-old child pushes the truck, then a teenager pushes the truck, and last an adult pushes the truck.</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 video starts off with a toy truck on a table. A child pushes the toy truck on the table. The truck moves slowly and then stops. A teenager pushes the toy truck on the table. The toy truck moves a little faster and to the end of the table before stopping. An adult pushes the toy truck on the table. The toy truck moves even faster and rolls off the table.</i></p>

### No. 9

Administration Script	Alternative Text for a Student with Visual Impairment
<p><b>DO:</b></p> <ul style="list-style-type: none"> <li>• Play the video.</li> </ul> <p>As the video plays <b>SAY:</b></p> <p><b>This video shows a boy pushing a toy truck three different times. The first time, he pushes just the truck. The second time, he pushes the truck with one book in it. The third time, he pushes the truck with two books in it.</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 video starts with a boy pushing a toy truck on a table. The truck rolls quickly to the end of the table. Next the boy places a book in the back of the truck and pushes it. The truck rolls slower than the first time. Then the boy places two books in the back of the truck and pushes it. The truck rolls even slower and stops before the end of the table.</i></p>

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### No. 10

Administration Script	Alternative Text for a Student with Visual Impairment
<p><b>POINT</b> to the chart and <b>SAY:</b>  <b>A ball was pushed three times. This chart shows how hard the ball was pushed and how far it went each time.</b>  <b>READ</b> the chart.            Part A  <b>READ</b> the item and <b>POINT TO</b> each option as it is read.            Part 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 chart titled Ball Being Pushed. Push 1 was soft, and the ball traveled 2 feet. Push 2 was medium, and the ball traveled 4 feet. Push 3 was hard, and the ball traveled 6 feet.</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— Equilibrium	8	Video	<ul style="list-style-type: none"> <li>• A cup of room temperature water</li> <li>• A cup of ice cold water</li> </ul>
Orienting Activity 2— Moving Objects	12	Pen	<ul style="list-style-type: none"> <li>• Door</li> </ul>
No. 6	13	Video	<ul style="list-style-type: none"> <li>• Toy truck or car</li> </ul>
No. 7	14	Video	<ul style="list-style-type: none"> <li>• Orange ball</li> <li>• Green ball</li> </ul>