**California Alternate Assessment** 

California Assessment of Student Performance and Progress

# Science Administration Planning Guide

*This guide is intended for use by test site coordinators and test examiners to guide, plan, and schedule California Alternate Assessment (CAA) for Science testing between September 19, 2023, and the end of each school district’s 2023–‍24 instructional calendar.*

*This guide does not contain test content.*

**2023–24**

**Grade Five, Form 2**

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## Introduction

### What is the California Alternate Assessment (CAA) for Science?

The CAA for Science is a computer-based California Assessment of Student Performance and Progress (CAASPP) assessment designed for students with the most significant cognitive disabilities and for whom an individualized education program (IEP) team has designated the use of an alternate assessment on statewide summative assessments.

The CAA for Science design philosophy supports the diverse needs of students by ensuring standardization while still allowing flexibility, enabling the greatest range of students to demonstrate their science content knowledge.

### Form Assignments

Administration Planning Guides and *Directions for Administration (DFAs)* are form-specific.

Each local educational agency (LEA) is assigned **one** of four forms for all CAA for Science administration materials. The exception is for the largest districts, which receive form assignments at the school level. All grade levels within an LEA will have the same form assignment. For example, if an LEA is assigned to Form 1, the LEA will use Form 1 of the Administration Planning Guides and *DFAs* for each grade level tested. Form assignments can be found on the [2023–24 CAA for Science Form Assignments](https://www.caaspp.org/administration/about/caa/caa-science-assignments.2023-24.html) web page.

### Purpose and Use of This Administration Planning Guide

This guide provides the following:

* Basic information about the CAA for Science administration and test security
* Information about factors to consider when deciding the best time to administer a CAA for Science embedded performance task (PT)
* The science content being assessed this year
* A blank testing planner to assist in determining when to administer each embedded PT

**Administration Planning Guides are not intended to guide instruction or to limit what science content is taught in the classroom.**

Administration Planning Guides are made available in advance to give teachers and test examiners as much time as possible to plan how best to integrate each of the four embedded PTs into the 2023–24 instructional calendar.

The test examiner tutorial necessary to administer the 2023–24 CAA for Science will be available beginning in summer 2023. The CAA for Science embedded PTs will be available for administration beginning September 19, 2023.

### Test Security

This guide contains no test content and is not secure, but is intended for use only by CAASPP test site coordinators and test examiners for the purposes of planning and scheduling testing. Follow these guidelines to ensure the security of the CAA for Science embedded PTs:

**The downloadable *DFA* and the online embedded PTs, as referenced in this document, contain test content and must be kept secure at all times. *DFA*s should only be downloaded just prior to administering an embedded PT.**

* Access to *DFAs* in the Test Operations Management System is available only to the following user roles: test examiners, site coordinators, and local educational agency coordinators.
* *DFAs* will be available beginning September 19, 2023.
* Online content in the test delivery system, the downloadable *DFA*, and the orienting activities outlined in the *DFA* must be kept secure. *DFAs* that were printed for test examiners must be kept in a securely locked room or locked cabinet when not in use.
* After an embedded PT has been administered, its *DFA* must be immediately and securely destroyed.
* Any electronic files on the test examiner’s or test site coordinator’s device need to be securely deleted in such a way that the files do not remain in a temporary storage location such as the Windows Recycle Bin, where they can be undeleted.
* Once a test examiner begins an embedded PT with a student, it must be completed and submitted in the test delivery system within **45 calendar days** and before the end of the school’s instructional calendar or July 15, 2024, whichever comes first.

### Administering the 2023–24 CAA for Science

The [*Preparing for Administration (PFA)*](https://www.caaspp.org/rsc/pdfs/CAA.Science.Operational.PFA.2023-24.pdf) document is located on the CAASPP website and is available for the 2023–24 administration. This document should be used to prepare to administer the CAA for Science. The information contained in the *PFA* was previously found at the beginning of the *DFA*. There is one *PFA* used for all grade levels and forms. The *PFA* is a nonsecure document that is available for all LEAs in Moodle, and the CAASPP website where you can review or print if desired.

The 2023–24 CAA for Science is composed of four embedded PTs that are administered online to students.

* Each embedded PT is intended to be **administered shortly after the student has received related science instruction.**
* All four embedded PTs must be attempted by the student to complete the administration.
* The embedded PTs can be administered in any order between September 19, 2023, and the end of the instructional calendar or July 15, 2024, whichever comes first.

Each embedded PT assesses two Science Connectors from the same science domain with two corresponding sets of five test questions, each prefaced by an orienting activity. An orienting activity is a nonscorable activity that is designed to engage and familiarize a student with a science concept that the student was previously taught. In some cases, the test examiner completes hands-on exercises with the student during testing and may be required, beforehand, to prepare some commonly available materials found in the classroom or prepare graphics provided in the *DFA*. **There should not be a need to purchase materials just for testing.**

**The *DFA* will provide test examiners with guidelines on how to individualize the orienting activities and designated items. Please note that all items may be individualized based upon the student’s IEP.**

A blank testing planner is provided at the end of this document (refer to table 9) to aid in scheduling administration of each of the embedded PTs for your student(s) based on when the related content will be taught.

## Assessed Standards

The CAA for Science, which is based on the Science Connectors, measures knowledge, skills, and abilities that are appropriate for this student population. The Science Connectors are derived from the California Next Generation Science Standards Performance Expectations (PEs). They provide alternate standards and alternate science learning goals to guide science instruction and assessment for students with the most significant cognitive disabilities. The PEs that the assessed Science Connectors are derived from can be found in the [*CAA for Science Blueprint*](https://www.cde.ca.gov/ta/tg/ca/documents/caascienceblueprint.docx) web document.

These Science Connectors are further broken down into assessment targets made up of more discrete focal knowledge, skills, and abilities (FKSAs), which describe what students should know and be able to do in science; and, at the simplest level, the essential understandings (EUs), which are the basic concepts students should know and be able to do in science. This is presented as a continuum in figure 1.



Figure 1. CAA for Science Standards Continuum

Keep this structure in mind as you review the content being assessed this year. Test questions are written to assess the FKSAs and EUs. Each Science Connector has between one and six FKSAs and one EU. The EU will always be assessed, but not all of the FKSAs will be assessed in a single embedded PT; therefore, not all of the FKSAs are provided in this guide. Assessment of Science Connectors with more than one FKSA may occur over multiple years.

The following pages provide the Science Connectors and associated FKSAs and EUs being assessed this year, organized by science domain. The third column of each Connector table contains descriptions of ways in which a student may demonstrate mastery of the FKSA or EU to be assessed. These mastery statements describe specific actions the student will take, such as identifying, recognizing, or comparing information in the Science Connector being assessed, and are found in the column labeled “Students Will Be Able To….” These statements describe ***only those Science Connectors assessed this year*** and do **not** necessarily address all of the FKSAs associated with a particular Science Connector. A complete list of the Science Connectors, FKSAs, and EUs can be found in the [*California Next Generation Science Standards Core Content Connectors for Alternate Assessments*](https://www.cde.ca.gov/ta/tg/ca/documents/ngssaltconnectors.docx)web document.

### Life Sciences Connectors

#### 3-LS2-1

*Recognize that animals within a group help the group obtain food for survival, defend themselves, and survive changes in their ecosystem.*

Table 1. 3-LS2-1, FKSA and EU

| **Connector Component** | **Definition** | **Students Will Be Able To…** |
| --- | --- | --- |
| FKSA | Ability to recognize that animals within a group help the group obtain food for survival.  Ability to recognize that animals within a group help the group defend themselves. | Recognize how one animal’s behavior helps the entire group find food.  Recognize how one animal’s behavior helps the entire group protect themselves from other animals. |
| EU | Recognize that some animals form groups to survive. | * Recognize that animals in a group work together to find food. |

#### 3-LS3-1

*Based on data through observation, identify similarities in the traits of a parent and the traits of an offspring and variations in similar traits in a grouping of similar organisms.*

Table 2. 3-LS3-1, FKSA and EU

| **Connector Component** | **Definition** | **Students Will Be Able To…** |
| --- | --- | --- |
| FKSA | * Ability to identify similarities in the traits of a parent and the traits of an offspring (e.g., tall plants typically have tall offspring). | * Identify probable offspring from two parents based on physical traits. * Identify the two parents of an offspring based on physical traits. * Select a physical trait that is similar between an offspring and its parents. |
| EU | Identify variations in similar traits in a grouping of similar organisms (e.g., dogs come in many shapes and sizes, siblings look alike and different). | Identify an animal that has a trait different from that of a sibling. |

#### 3-LS4-2

*Using evidence, through observation, identify features and characteristics that enable an organism to survive in a particular environment.*

Table 3. 3-LS4-2, FKSA and EU

| **Connector Component** | **Definition** | **Students Will Be Able To…** |
| --- | --- | --- |
| FKSA | Ability to identify features and characteristics that enable an organism to survive in a particular environment using evidence through observation. | Identify a single feature or characteristic of an organism that would help it survive in a specific environment.  Identify how a feature or characteristic would help an organism survive in a specific environment.  Identify two features or characteristics of an organism that would help it survive in a specific environment. |
| EU | Match characteristics of a plant or animal to their survival function (e.g., thorns on a plant, camouflage of an animal). | * Match a characteristic or feature of an organism to its role in supporting the survival of the organism. |

#### 4-LS1-1

*Match internal and external structures of plants and animals (e.g., thorns, stems, roots, heart, stomach, lung, brain) to functions that support growth, survival, behavior, and reproduction of organisms.*

Table 4. 4-LS1-1, FKSA and EU

| **Connector Component** | **Definition** | **Students Will Be Able To…** |
| --- | --- | --- |
| FKSA | Ability to match external structures of a plant to functions that support growth, reproduction or survival of organisms.  Ability to match internal structures of an animal to functions that support growth, survival or behavior of organisms.  Ability to match external structures of an animal to functions that support growth, survival or behavior of organisms. | Match an internal structure of an animal to its primary function in survival, growth, or behavior.  Match an external structure of an animal to its primary function in survival, growth, or behavior.  Identify how the function of an external structure of an animal supports survival, growth, or behavior.  Match an external structure of a plant to its primary function in survival, growth, or reproduction.  Identify how the function of an external structure of a plant supports survival, growth, or reproduction. |
| EU | Match an external structure of an animal to its primary function (body parts; fingers to grasp, nose to smell/breathe). | Match a common external animal structure to its primary function. |

### Physical Sciences Connectors

#### 3-PS2-1

*Identify through observation and demonstration ways to change the motion of an object (e.g., size or mass of the object, direction of forces).*

Table 5. 3-PS2-1, FKSA and EU

| **Connector Component** | **Definition** | **Students Will Be Able To…** |
| --- | --- | --- |
| FKSA | * Ability to identify ways to change the motion of an object. | * Identify forces that will move or stop objects. * Identify forces that will change the motion of a moving object. |
| EU | * Identify a push or a pull as a way to change the motion of an object. | * Identify a push. * Identify a pull. * Identify whether a push or a pull is responsible for moving an object. |

#### 5-PS1-2

***Recognize through observation that the total weight of matter is conserved by comparing the weight of an object before and after it changes from a liquid to a solid and from a solid to a liquid.***

Table 6. 5-PS1-2, FKSA and EU

| **Connector Component** | **Definition** | **Students Will Be Able To…** |
| --- | --- | --- |
| FKSA | Ability to recognize that the total weight of matter is conserved by comparing the weight of an object before and after it changes from a liquid to a solid and from a solid to a liquid (e.g., water in a clear plastic bag that is frozen and defrosted has the same weight). | Identify that the weight is not changed when a substance changes state.  Recognize that conservation of weight can be observed by measuring the weight of the object before and after it changes state. |
| EU | Recognize the change in state from liquid to solid or from solid to liquid of the same material. | * Identify whether a substance is a liquid or a solid. * Recognize that when a substance changes from one state to another it is still the same substance. |

### Earth and Space Sciences Connectors

#### 4-ESS3-2

*Identify and compare human solutions to reduce the impact of a natural Earth process (e.g., earthquake, flood, volcanic activity) on humans.*

Table 7. 4-ESS3-2, FKSA and EU

| **Connector Component** | **Definition** | **Students Will Be Able To…** |
| --- | --- | --- |
| FKSA | Ability to identify a human solution to reduce the impact of a natural Earth process on humans. | Identify human solutions for minimizing the impact of natural hazards.  Identify human solutions that increase the safety of individuals during natural hazard events. |
| EU | Recognize that different types of hazards result from natural Earth processes (e.g., earthquakes, volcanic eruptions). | * Identify natural hazards when shown pictures or videos of natural hazards. |

#### 5-ESS3-1

*Using provided information, identify ways people can help protect the Earth’s resources and how that affects the environment.*

Table 8. 5-ESS3-1, FKSA and EU

| **Connector Component** | **Definition** | **Students Will Be Able To…** |
| --- | --- | --- |
| FKSA | Ability to use information to identify ways people can help protect the Earth’s resources and how that affects the environment. | Use information such as simple graphs, charts, or data tables to identify ways that people can protect their environment. |
| EU | Identify a way a community could protect a natural resource (e.g., reusing paper, recycling cans and bottles). | * Identify environmentally friendly behaviors. * Identify how environmentally friendly behaviors by people help the environment. |

## Testing Planner for Form 2

Use the planner in table 9 to aid in scheduling testing for your student(s) based on when the related content will be taught.

Test Examiner:

School:

Grade:

Table 9. 2023–24 CAA for Science Grade Five Testing Planner

| **Associated Science Connectors** | **Date(s) Related Instructional Content Will Be Taught** | **Scheduled Testing Date(s)** |
| --- | --- | --- |
| Life Sciences A:  3-LS2-1  3-LS3-1 | Add date(s) here: | Add date(s) here: |
| Life Sciences B:  3-LS4-2  4-LS1-1 | Add date(s) here: | Add date(s) here: |
| Physical Sciences:  3-PS2-1  5-PS1-2 | Add date(s) here: | Add date(s) here: |
| Earth and Space Sciences:  4-ESS3-2  5-ESS3-1 | Add date(s) here: | Add date(s) here: |