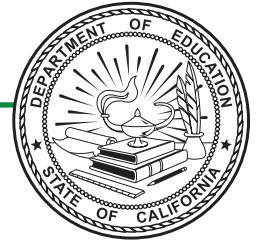


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# California Alternate Assessment

California Assessment of Student  
Performance and Progress



## Life Sciences Directions for Administration



**Grade 8, Practice Test**



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## CAA for Science Administration Notes

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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](mailto: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

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## About the Practice Test *Directions for Administration*

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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—Life Sciences, Grade Eight \(PDF\)](https://www.caaspp.org/rsc/pdfs/CAA.Science.PT-Scoring-Guide.Grade8.Life-Sciences.Inherited-Traits.pdf) web document at <https://www.caaspp.org/rsc/pdfs/CAA.Science.PT-Scoring-Guide.Grade8.Life-Sciences.Inherited-Traits.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
<b>SAY</b>	The test examiner reads the material aloud to the student.
<b>POINT TO</b> the corresponding picture	The test examiner points to the information on the screen.
<b>READ</b> each option and <b>POINT TO</b> the corresponding picture	The test examiner reads each option on the screen aloud while pointing to the graphics or text on the screen.
<b>DO</b>	The test examiner performs an action.
<b>ALT</b>	The test examiner reads the alternative text instead of pointing to the image.
<b>IND</b>	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.)

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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 13 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.

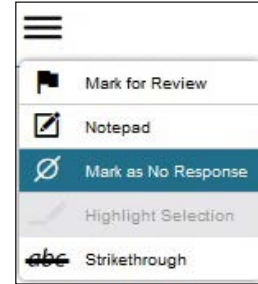
A student should be administered as much content of each PT as possible. Take the time necessary to elicit the student's best performance on each test item. A student should use the mode(s) of communication used in daily instruction.

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 <b>[Mark as No Response]</b> 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 <b>[NEXT]</b> button to continue through to end of performance task and then select submit button.



# Administering the Science Test

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## Preparation for the Orienting Activity

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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—Inherited Traits

The purpose of this activity is for the student to observe pictures that show how offspring have a combination of traits from both parent animals.

### Orienting Activity 2—Food and Growth

The purpose of this activity is for the student to observe a picture that shows how eating food helps an animal grow.

## Begin the Orienting Activity

---

Log the student on to the test delivery system now.

**Inherited Traits****Script for Orienting Activity 1—Inherited Traits****IND**

**SAY:** Not all rabbits look alike.

**DO:** Show [Graphics 1 and 2](#) to the student.

**POINT TO** Graphic 1 and

**SAY:** This is a mother rabbit with white fur and straight ears.

**POINT TO** Graphic 2 and

**SAY:** This is a father rabbit with gray fur and floppy ears. The mother rabbit and father rabbit have a baby rabbit.

**DO:** Show [Graphic 3](#) to the student.

**POINT TO** Graphic 3 and

**SAY:** The baby rabbit has straight ears like its mother and gray fur like its father. Children will often have parts of them that look like one parent and other parts that look like the other parent.

**ALT** (Graphic 3) *The picture shows a baby rabbit with gray fur and straight ears.*

**IND** The test examiner can substitute graphics used during classroom instruction.

**ALT** *Use the same verbal prompts as above, substituting descriptions of the individualized pictures for Graphics 1–3.*

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



## Scripts for the First Set of Test Items

---

1

**POINT TO** the top picture and

**SAY:** This is the parent dog.

**ALT** *The picture shows a parent dog with brown and white fur and a long tail.*

**POINT TO** the bottom picture and

**SAY:** This is a puppy.

**ALT** *The picture shows a puppy with brown and white fur and a short tail.*

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

**SAY:** fur

**ALT** *The picture shows the puppy with an arrow pointing to its fur.*

**SAY:** tail

**ALT** *The picture shows the puppy with an arrow pointing to its tail.*

---

2

**POINT TO** the top two pictures and

**SAY:** These are parent plants.

**ALT** *The picture shows two parent plants with purple flowers. There is a line from the parent plants at the top to a plant at the bottom. The plant at the bottom has white flowers instead of purple flowers. The leaves on all of the plants are the same size.*

**POINT TO** the bottom picture and

**SAY:** This is the offspring plant.

**ALT** *The plant at the bottom has white flowers instead of purple flowers. The leaves on all of the plants are the same size.*

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



3

**POINT TO** the top two guinea pigs and

**SAY:** These are the mother and father guinea pigs.

**ALT** *The picture shows a mother guinea pig with long black and white hair and pink eyes.*

*The picture shows a father guinea pig with short brown and white fur and black eyes.*

**POINT TO** the bottom picture and

**SAY:** This is a baby guinea pig.

**ALT** *The picture shows a baby guinea pig with short black and white fur and pink eyes.*

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

4

**POINT TO** the pictures and

**SAY:** This is the father dog.

**ALT** *The picture shows the father dog. He has black and white fur, stand-up ears, and blue eyes.*

**SAY:** This is the mother dog.

**ALT** *The picture shows the mother dog. She has black fur, floppy ears, and brown eyes.*

**SAY:** This is their puppy.

**ALT** *The picture shows the puppy. The puppy has black fur, stand-up ears, and brown eyes.*

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



5

**POINT TO** the pictures and

**SAY:** This is a father mouse.

**ALT** *The picture shows a father mouse with gray fur, no tail, and black eyes.*

**SAY:** This is a mother mouse.

**ALT** *The picture shows a mother mouse with white fur, a long tail, and red eyes.*

**SAY:** This is Child 1.

**ALT** *The picture shows child 1 with white fur, a long tail, and red eyes.*

**SAY:** This is Child 2.

**ALT** *The picture shows child 2 with gray fur, a long tail, and black eyes.*

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.

**Food and Growth****Script for Orienting Activity 2—Food and Growth****IND**

**SAY:** Food gives animals the energy they need to grow.

**DO:** Show [Graphic 4](#) to the student.

**SAY:** Here we see a kitten eating food and getting bigger every 2 months.

**ALT** *The picture shows a small kitten that is 2 months old eating food.  
The picture shows that the kitten is bigger when it is 4 months old.  
The picture shows that the kitten is the biggest when it is 6 months old.*

**IND** The test examiner may substitute a different example used in classroom instruction of an animal growing from eating food.

— 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 pictures and

**SAY:** This shows a baby and an adult.

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

---

7

**POINT TO** the pictures and

**SAY:** This shows a puppy and an adult dog.

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

---

8

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

---

9

**POINT TO** the pictures and

**SAY:** This shows a kitten and a cat.

**ALT** *The picture shows a kitten eating food from a bowl.*  
*The picture shows a cat.*

**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.

**ALT** *The picture shows three blank boxes with an arrow between each box.*

*The picture shows a person's stomach.*

*The picture shows a person's mouth.*

*The picture shows a person's throat.*

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

**SAY:** **What goes in the first box?**

**What goes in the second box?**

**What goes in the third box?**

— You have completed this performance task. —



# Appendices

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## Appendix A: Summary of Materials

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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— Inherited Traits	6	Graphics 1–3	The test examiner can substitute graphics used during classroom instruction.
Orienting Activity 2— Food and Growth	10	Graphic 4	The test examiner may substitute a different example used in classroom instruction of an animal growing from eating food.

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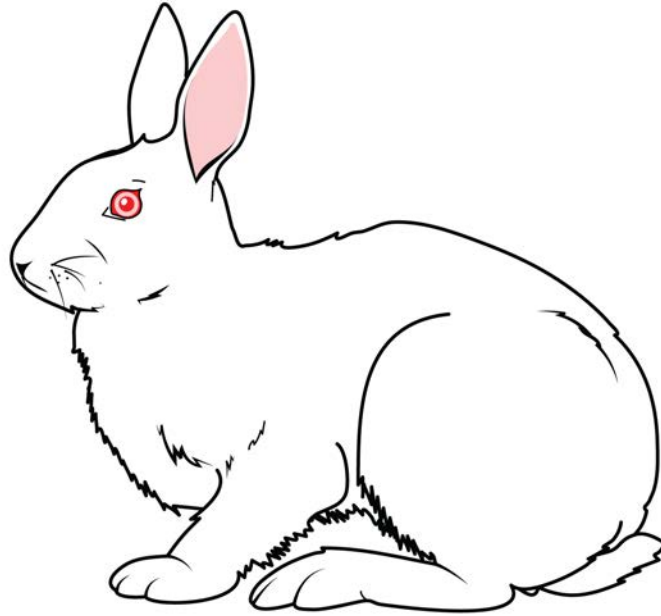
# Appendices (cont.)

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## Appendix B: Graphics

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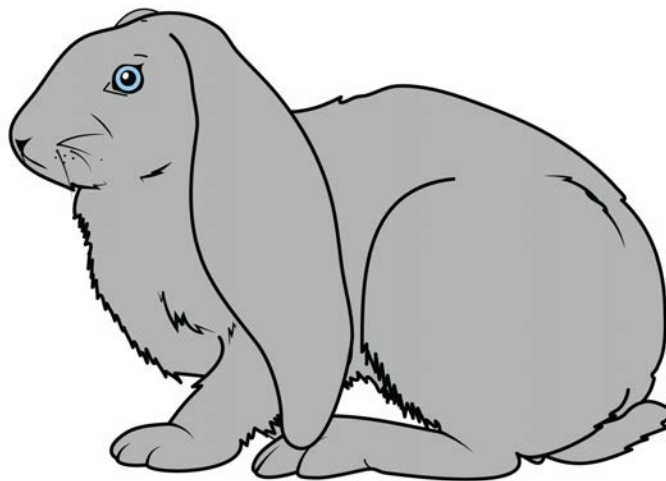
Graphic 1



[Return to script for Graphic 1](#)



Graphic 2



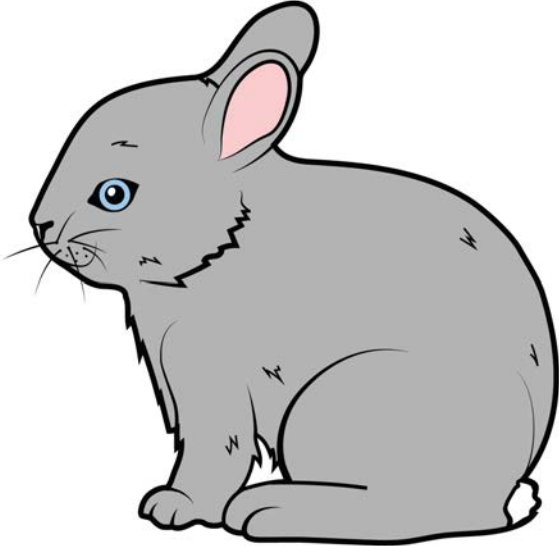
[Return to script for Graphic 2](#)

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# Appendices (cont.)

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Graphic 3



[Return to script for Graphic 3](#)

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# Appendices (cont.)

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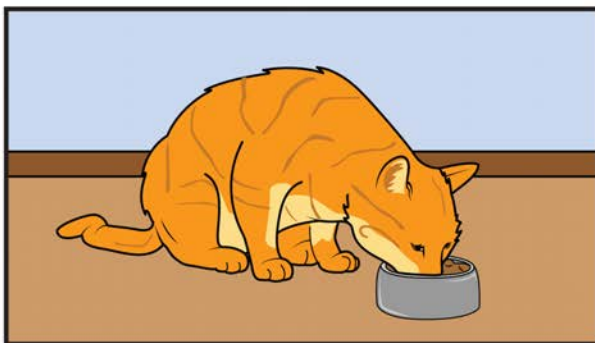
Graphic 4



2 months old



4 months old



6 months old

[Return to script for Graphic 4](#)

