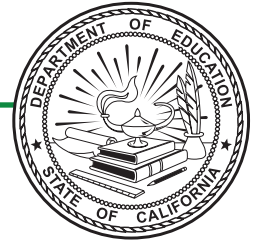


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# California Alternate Assessment

California Assessment of Student  
Performance and Progress



## Life Sciences Directions for Administration



High School, 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, High School \(PDF\)](https://www.caaspp.org/rsc/pdfs/CAA.Science.PT-Scoring-Guide.HS.Life-Sciences.Mitosis.pdf) web document at <https://www.caaspp.org/rsc/pdfs/CAA.Science.PT-Scoring-Guide.HS.Life-Sciences.Mitosis.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.

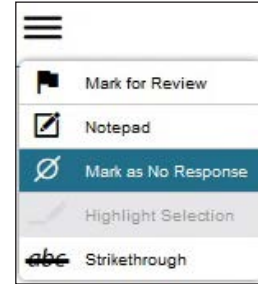
A student should be administered as much content of each PT as possible. Take the time necessary to elicit the student's best performance on each test item. A student should use the mode(s) of communication used in daily instruction.

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—Mitosis

The purpose of this activity is for the student to 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 two pictures that show how the amount of resources in an area affects the number of animals in the area.

## Begin the Orienting Activity

---

Log the student on to the test delivery system now.

**Mitosis****Script for Orienting Activity 1—Mitosis****IND**

**SAY:** Organisms are made up of different kinds of cells. Some have one cell, and some have many cells.

**DO:** Place [Graphics 1–4](#) (examples of uni- and multi-cellular organisms) in front of the student.

**SAY:** Here are examples of organisms. Some of the organisms have only one cell, and some of the organisms have many cells.

**ALT** (Graphic 1) *The picture shows an example of a collection of many cells made of rectangular and irregular shapes.*

(Graphic 2) *The picture shows an example of a collection of many cells made up of ovals, rectangles, and circles.*

(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.*

(Graphic 4) *The picture shows an example of a single cell that is star shaped and has a dot on the inside.*

**DO:** Place [Labels A–B](#) in front of the student.

**ALT** (Label A) *The label says “many cells.”*

(Label B) *The label says “one cell.”*

**SAY:** Let’s put a “one cell” label under each organism with one cell and a “many cells” label under each organism with many cells.

**DO:** Place Label A under Graphics 1 and 2 and Label B under Graphics 3 and 4.

**IND** 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.

**ALT** *Use the same verbal prompts as above substituting a description of the individualized pictures for Graphics 1–4.*

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



## Scripts for the First Set of Test Items

---

1

**POINT TO** the picture and

**SAY:** These are cells in the human body.

**ALT** *The picture shows two human cells. The first cell is shaped like a star with a dot in the center.  
The second cell is round with a dot in the center and a comb-like structure on the top.*

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

---

2

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

**SAY:** a cross view of a plant leaf

**ALT** *The picture shows three layers. The top layer has long, flat ovals with a dot in the center of each oval. The middle layer has tall, wide ovals with a dot in the center of each oval. The bottom layer has smaller, round shapes with a dot in the center of each shape.*

**SAY:** bacteria

**ALT** *The picture shows two green ovals side by side.*

---

3

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

**SAY:** a cell with one nucleus

**ALT** *The picture shows a cell shaped like a circle with a dot in the center.*

**SAY:** a cell with two nuclei

**ALT** *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.*

**SAY:** a cell shaped like a star

**ALT** *The picture shows a cell shaped like a star with a dot in the center.*

---



4

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

5

**ALT** *The picture shows three empty boxes in a row. An arrow points from the first box to the second box. An arrow points from the second box to the third box.*

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

**SAY: two cells**

**ALT** *The picture shows two separate circles with a dot in the middle of each.*

**SAY: one cell**

**ALT** *The picture shows one circle with a dot in the middle.*

**SAY: one cell with two nuclei**

**ALT** *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.*

If the student does not respond,

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

— This concludes the first half of this embedded PT. —  
Prepare for Orienting Activity 2 before proceeding to the next screen.

**Resources****Script for Orienting Activity 2—Resources****IND**

**SAY:** The number of animals in an area depends on the amount of available food and water.

**DO:** Show [Graphic 5](#) to the student.

**ALT** (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.*

**POINT TO** Graphic 5 and

**SAY:** This shows an area of land with a river. There are many plants and wildlife.

**DO:** Show [Graphic 6](#) to the student.

**ALT** (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 one deer.*

**POINT TO** Graphic 6 and

**SAY:** 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.

**IND** The test examiner may substitute pictures used in classroom discussion that show how the availability of resources affects the population of an area.

— 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 the same cornfield at two different times. Before.

**ALT** *The picture shows a green cornfield.*

**SAY:** Now.

**ALT** *The picture shows a dry, brown cornfield.*

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

---

**7**

**POINT TO** the pictures and

**SAY:** This shows land with animals at two different times. Before.

**ALT** *The picture shows a lion walking toward a group of antelope.  
There are four trees on the land behind the lion.*

**SAY:** Now.

**ALT** *The picture shows the same lion walking on the same land. There  
are no antelope.*

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



8

**POINT TO** the pictures and

**SAY:** This shows lizards at the same place at two different times. Before.

**ALT** *The picture shows a green land with seven lizards and trees.*

**SAY:** Now.

**ALT** *The picture shows the same land with less plants and only two lizards.*

**POINT TO** the graph and

**SAY:** This graph shows the number of lizards for three months.

**POINT TO** each bar on the graph and

**SAY:** In January there were about 95 lizards, in February there were 50 lizards, and in March there were about 45 lizards.

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

9

**POINT TO** the pictures and

**SAY:** This shows squirrels in a cornfield at two different times. Before.

**ALT** *The picture shows two squirrels in a dry cornfield.*

**SAY:** Now.

**ALT** *The picture shows eight squirrels in a green cornfield eating corn.*

**POINT TO** the graph and

**SAY:** This bar graph shows the amount of rainfall for three months. The graph shows an increase in rain from November to July.

**POINT TO** each bar on the graph and

**SAY:** 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.

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



10

**POINT TO** the graph and

**SAY:** Raccoons like to eat a lot of apples. This picture graph shows the amount of apples for two years.

**POINT TO** each row and

**SAY:** In 2019 there were 60 pounds of apples, and in 2020 there were 20 pounds of apples.

Part A

**READ** the question.

**ALT** *The picture shows part of the picture graph from 2020 with 20 pounds of apples.*

**POINT TO** the first option and

**SAY:** More raccoons.

**ALT** *The picture shows six raccoons.*

**POINT TO** the second option and

**SAY:** Less raccoons.

**ALT** *The picture shows two raccoons.*

Part B

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

— 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.

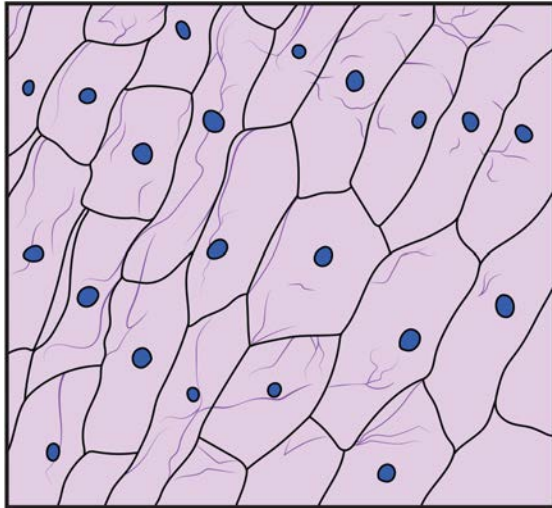
Student Interaction	Page	Exemplar Materials	Optional Materials for Individualization
Orienting Activity 1— Mitosis	6	Graphics 1–4 Labels A–B	Pictures used during instruction that show examples of organisms that have one cell or many cells can be used in place of the provided graphics.
Orienting Activity 2— Resources	9	Graphics 5–6	The test examiner may substitute pictures used in classroom discussion that show how the availability of resources affects the population of an area in place of Graphics 5–6.

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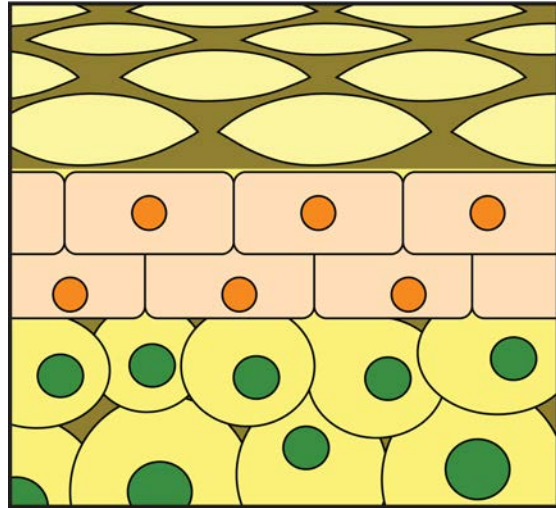
# Appendices (cont.)

## Appendix B: Graphics

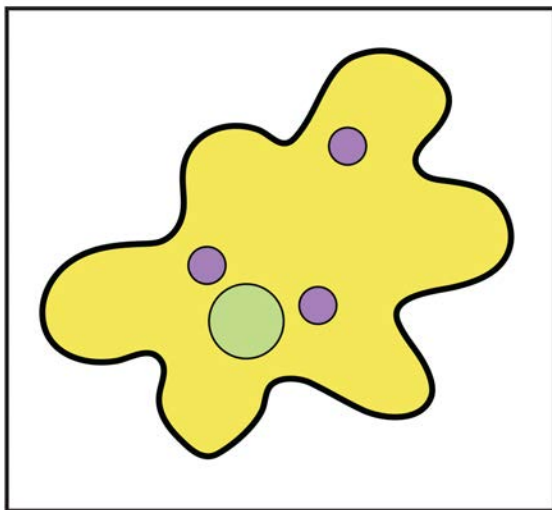
Graphic 1



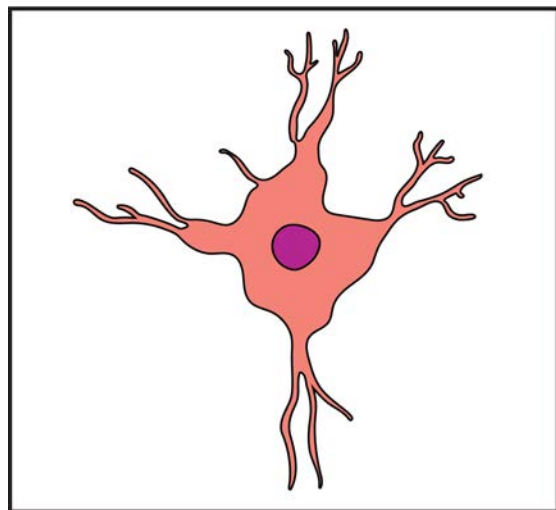
Graphic 2



Graphic 3



Graphic 4



[Return to script for Graphics 1–4](#)

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# Appendices (cont.)

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Label A

many cells



Label A

many cells



Label B

one cell



Label B

one cell

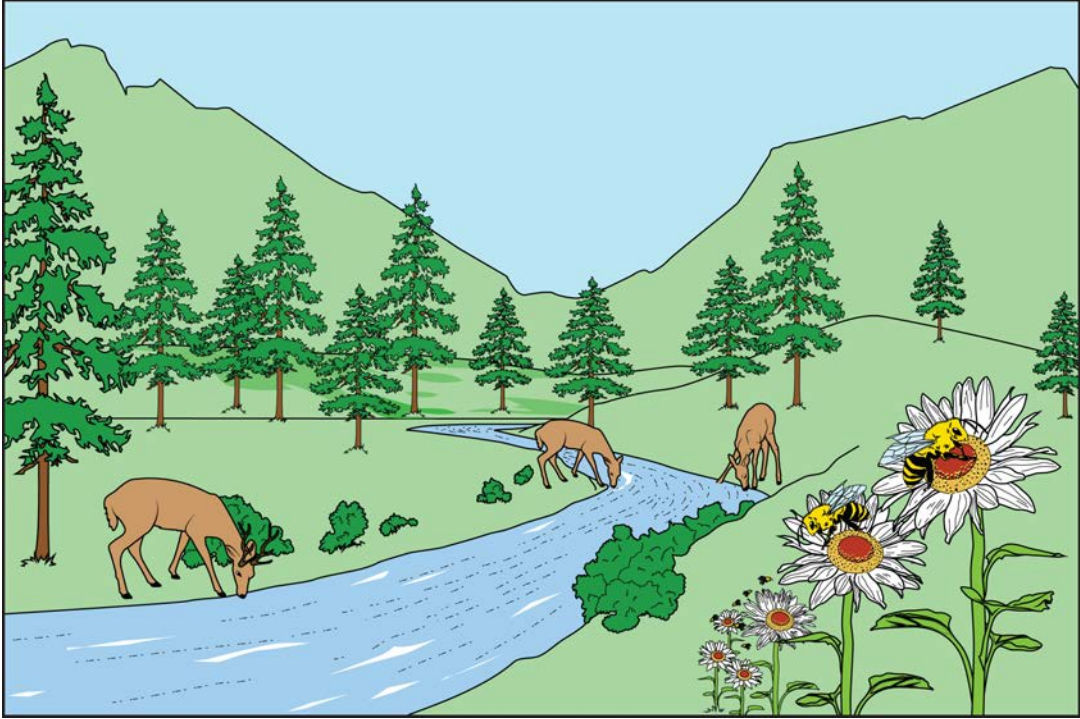
[Return to script for Labels A–B](#)



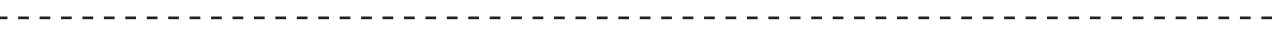
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# Appendices (cont.)

Graphic 5



[Return to script for Graphic 5](#)

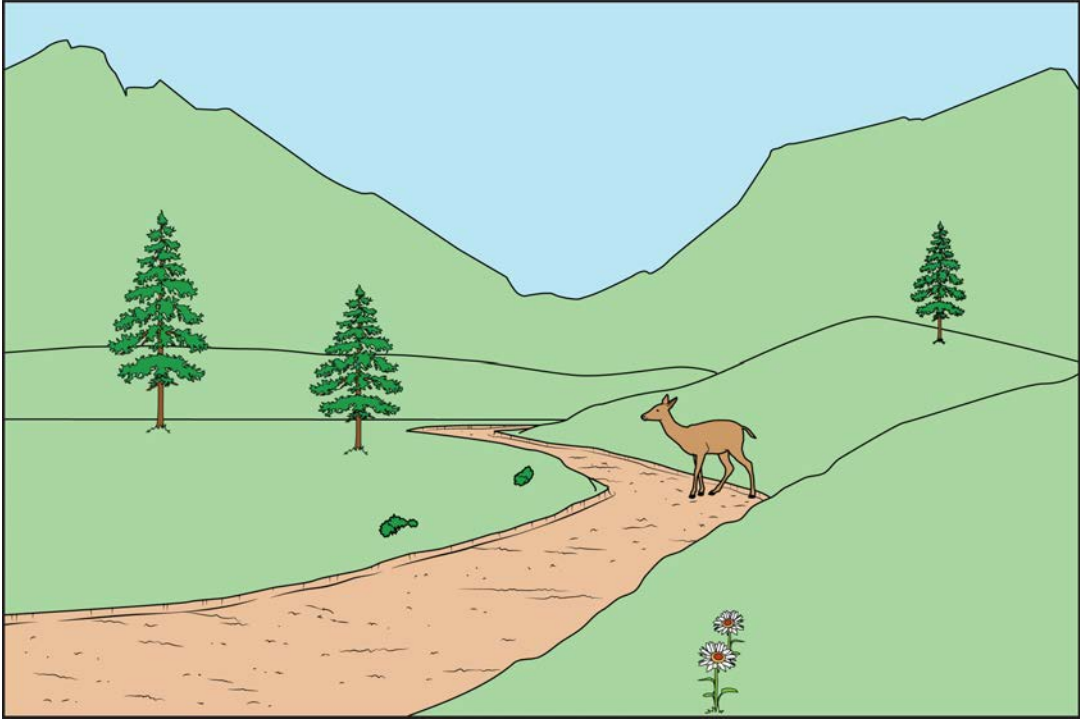


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# Appendices (cont.)

Graphic 6



[Return to script for Graphic 6](#)

