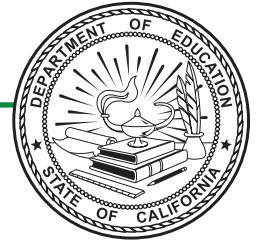

California Alternate Assessment

California Assessment of Student
Performance and Progress



Earth and Space Sciences Directions for Administration



Grade 8, Practice Test



CAA for Science Administration Notes

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. 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

About the Practice Test *Directions for Administration*

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—Earth and Space Sciences, Grade Eight \(PDF\)](https://www.caaspp.org/rsc/pdfs/CAA.Science.PT-Scoring-Guide.G8.Earth-and-Space-Sciences.Earths-Energy-Natural-Hazards.pdf) web document at <https://www.caaspp.org/rsc/pdfs/CAA.Science.PT-Scoring-Guide.G8.Earth-and-Space-Sciences.Earths-Energy-Natural-Hazards.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
SAY	The test examiner reads the material aloud to the student.
POINT TO the corresponding picture	The test examiner points to the information on the screen.
READ each option and POINT TO the corresponding picture	The test examiner reads each option on the screen aloud while pointing to the graphics or text on the screen.
DO	The test examiner performs an action.
ALT	The test examiner reads the alternative text instead of pointing to the image.
IND	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.)

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.

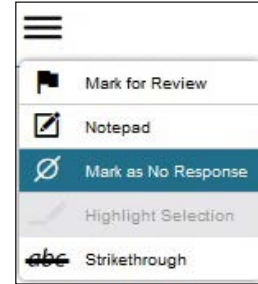
A student should be administered as much content of each PT as possible. Take the time necessary to elicit the student's best performance on each test item. A student should use the mode(s) of communication used in daily instruction.

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

Administering the Science Test



Preparation for the Orienting Activity

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—Earth’s Energy

The purpose of this activity is for the student to observe pictures of materials found on and under Earth’s surface that are used to meet human needs.

Orienting Activity 2—Natural Hazards

The purpose of this activity is for the student to watch a video that shows a volcano erupting and understand that people can normally predict and prepare for volcanic eruptions.

Begin the Orienting Activity

Log the student on to the test delivery system now.

**Earth's Energy****Script for Orienting Activity 1—Earth's Energy****IND**

SAY: The Earth provides us many things. Some are under the surface and some are on the surface.

DO: Show [Graphic 1](#) to the student.

POINT TO Graphic 1 and

SAY: This picture shows a person panning for gold. Gold comes from underground.

DO: Show [Graphic 2](#) to the student.

POINT TO Graphic 2 and

SAY: This picture shows a person growing tomatoes in a garden. The soil on the surface is an important Earth material that we use to grow food.

IND The test examiner can use pictures from instruction in place of Graphics 1–2.

ALT *Use the same verbal prompts as above substituting descriptions of the individualized pictures for Graphics 1–2.*

— 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: This shows soil and rock layers.

ALT *The picture shows a cross section of land. The land is made up of a layer of brown soil above a layer of gray rock.*

POINT TO the symbols in the key and

SAY: This means soil.

ALT *In the picture, soil is brown.*

SAY: This means rock.

ALT *In the picture, rock is gray.*

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

2

DO: Play the video. As the video plays,

SAY: This video shows air moving across a field and picking up dirt.

ALT *[As the video plays] The video shows a field. The air starts moving across the field, picks up dirt, and blows it away.*

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

3

DO: Play the video. As the video is plays,

SAY: This video shows the effect moving water has on materials.

ALT *The video shows a clear jar filled halfway with water. An inch of dirt is added, followed by an inch of sand, which is followed by an inch of gravel. The jar is then shaken up, and the contents are combined. After the jar is shaken, the gravel goes to the bottom with some of the sand and dirt. Some of the sand and dirt stay mixed in with the water.*

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



4

POINT TO the picture and

SAY: This shows a landscape.

ALT *The picture shows a field. The Sun and clear skies are on the left. There are clouds on the right.*

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

5

POINT TO the picture and

SAY: This shows air moving over the land.

ALT *The picture shows the Sun above clouds on the left and clear skies on the right. An arrow labeled “cool air” points down from the clouds. An arrow labeled “warm air” points up from the sunlit ground. An arrow labeled “wind” points from the cool land toward the warm land.*

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.



Natural Hazards

Script for Orienting Activity 2—Natural Hazards

DO: Play the video. As the video plays,

SAY: Here a volcano is erupting. People normally have time to get to safety when a volcano erupts because there are warning signs before it happens.

ALT *The video shows an island. On one side of the island is an erupting volcano with smoke and lava coming out of the top. There is a town on the other side of the island.*

— 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

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

ALT *The picture shows a person holding an umbrella in heavy rain.*

ALT *The picture shows a cracked street.*

7

POINT TO the picture and

SAY: **This shows an ocean flood.**

ALT *The picture shows a city about to be covered in water from a big wave.*

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



8

POINT TO the map and

SAY: This shows the chance of landslides in three states.

ALT *The map is titled “Landslides of Western States.” The key shows low chance as green, moderate chance as yellow, and high chance as orange. The map shows that California has a long strip of orange along the coast of the state, Nevada has a few yellow spots, and Arizona has a green area in the lower part of the state.*

POINT TO the green symbol in the key and then the corresponding part of the map.

SAY: Green shows a low chance of landslides.

POINT TO the yellow symbol in the key and then the corresponding part of the map.

SAY: Yellow shows a moderate chance of landslides.

POINT TO the orange symbol in the key and then the corresponding part of the map.

SAY: Orange shows a high chance of landslides.

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

ALT *Arizona has a green area in the lower part of the state.*

ALT *Nevada has a few yellow spots.*

ALT *California has a long strip of orange along the coast of the state.*

9

POINT TO the graph and

SAY: This graph shows the average number of lightning strikes per year in three states.

POINT TO each bar on the graph and

SAY: South Carolina has about a half million lightning strikes a year, Texas has about three million lightning strikes a year, and Kansas has about one million lightning strikes a year.

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



10

POINT TO the map and

SAY: This shows the chance of volcano eruptions in three states.

ALT *The map is titled “Chance of Volcano Eruptions.” The key shows low chance as a yellow triangle, moderate chance as an orange triangle, and high chance as a red triangle. Washington has a red triangle, Wyoming has an orange triangle, and California has a yellow triangle.*

POINT TO the yellow triangle in the key and then the corresponding part of the map.

SAY: Yellow shows a low chance of volcano eruptions.

POINT TO the orange triangle in the key and then the corresponding part of the map.

SAY: Orange shows a moderate chance of volcano eruptions.

POINT TO the red triangle in the key and then the corresponding part of the map.

SAY: Red shows a high chance of volcano eruptions.

Part A

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

ALT *California has a yellow triangle.*

ALT *Wyoming has an orange triangle.*

ALT *Washington has a red triangle.*

Part B

READ the item, **POINT TO** each option, and

SAY: The picture shows the key for low chance with the yellow triangle.

The picture shows the key for moderate chance with the orange triangle.

The picture shows the key for high chance with the red triangle.

— You have completed this performance task. —

Appendices

Appendix A: Summary of Materials

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— Earth's Energy	6	Graphics 1–2	The test examiner can use pictures from instruction in place of Graphics 1–2.
Orienting Activity 2— Natural Hazards	9	Video	None

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Appendices (cont.)

Appendix B: Graphics

Graphic 1



[Return to script for Graphic 1](#)



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Appendices (cont.)

Graphic 2



[Return to script for Graphic 2](#)

