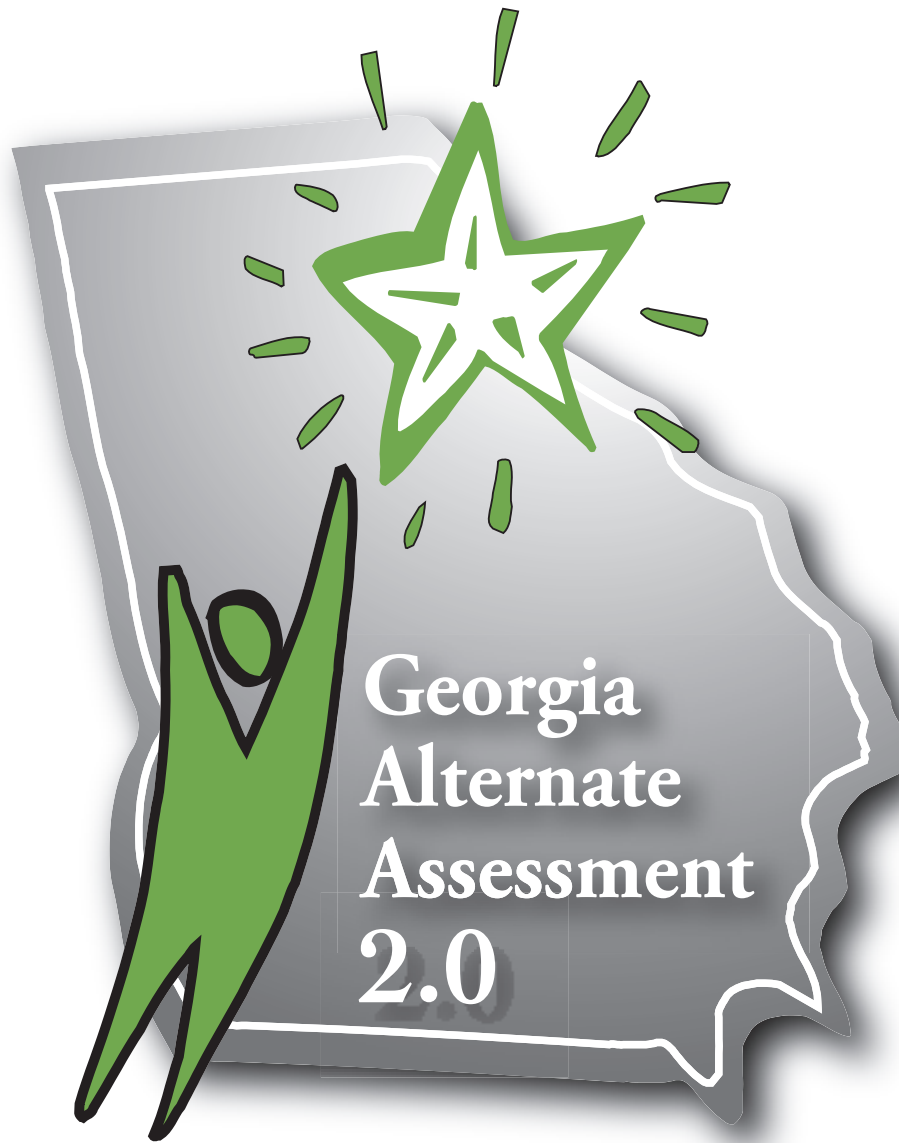


Science Sample Tasks Test Examiner Booklet



Guidelines for Administering the GAA 2.0

The Georgia Alternate Assessment 2.0 ensures that students with significant cognitive disabilities are given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in the grade-level general education standards.

These guidelines include a brief description of important assessment features that you may utilize when presenting GAA 2.0 assessment tasks to a student.

Prior to administering this assessment, Test Examiners must also review the Test Administration Manual (TAM) for comprehensive and detailed assessment and administration information.

Key Terms

- **Test Examiner Booklet:** this provides a standardized script for Test Examiners to follow when administering an assessment task. The information in the Test Examiner Booklet is designed for the Test Examiner only, and should not be seen by the student.
- **SAY/DO:** these statements are instructions for the Test Examiner to follow.

SAY: statements are in bold and provide the exact text that will be read aloud by the Test Examiner.

DO: statements provide instructions for what the Test Examiner needs to do during the administration.



symbols provide instructions for the Test Examiner to present the next page in the Student Booklet.

- **Scaffolding:** this is support that is embedded in each task to increase a student's ability to access various levels of complexity within a task. If the student does not respond as indicated in the Test Examiner Booklet or does not provide a response at all, additional scaffolding will be provided. All scaffolding instructions are included in this booklet and offer the student an additional opportunity to demonstrate what they know and can do.
- **Student Booklet:** this contains student facing assessment materials that include passages, graphics, and answer choices. The Student Booklet only contains the text and graphics that the student needs to answer the question. It does not contain the Test Examiner's directions and administration information.

- **Answer Options:** these are labeled with A, B, or C. The answer options in the Student Booklet correspond with answer options that are provided in the Test Examiner Booklet. The Test Examiner should present answer options to the student in the same order they are presented in the Test Examiner Booklet.
- **Stopping Rule:** for students who do not have an observable response mode, the stopping rule provides a standardized procedure for Test Examiners to stop testing. The procedure for implementing the stopping rule is outlined in the Test Administration Manual (TAM).

Using the Test Examiner Booklet to Administer a Task

All tasks must be administered sequentially within a content area, and the scripted "SAY" and "DO" statements must be followed exactly.

The Test Examiner Booklet is designed to directly correspond to the Student Booklet. The text and graphics are presented in the same order in each book, allowing the Test Administrator to simply turn the pages of the Student Booklet as the corresponding text and graphics are presented. Test Examiners may also remove the pages from the Student Booklet to use during the assessment.

The parts of the Student Booklet are listed below. Information is provided to explain more about each part of the Student Booklet.

- **Scenario/Passage**

Present and read the scenario or passage to the student.

Examiner Option: The Student Booklet pages associated with the **scenario** or **passage** can be removed from the Student Booklet and left on the student's work surface for reference during Part A, Part B, and Part C of the corresponding task.

After all parts of the task are administered, remove the scenario or passage from the work surface entirely.

- **Parts A, B, and C**

In the Test Examiner Booklet, any time there is a directive for the Test Examiner to point to something, particularly when administering the scaffolding, the corresponding graphic or text is to be presented to the student by turning the pages in the Student Booklet.

Examiner Option: The Test Examiner may also remove pages along the perforated edges from the Student Booklet to be laid out to view along with the answer options, as needed.

Examiner Guidance: All pages from the Student Booklet that correspond with a given task part (A, B, C) must be removed from the student's work surface before presenting the next part. For example, Student Booklet pages for Part A should be removed before introducing Part B.

Answer options should only be cut apart if there is a disability-based need to do so and the answer options must be shown to students in the order in which they appear (A, B, C) in the Test Examiner Booklet and in the Student Booklet. If answer options are cut from the Student Test Booklet, ensure that the answer option letters (A, B, C) and the identifier remain with each choice for accuracy in recording student responses and to closely track all materials for return.

- **Graphics and Illustrations**

Examiners may read text that appears in graphics and illustrations from top to bottom, left to right.

- **Student Response**

Students may answer questions with any mode of communication. However, they should use the same response mode that they use in the classroom for this assessment. During test administration, the Test Examiner will record the student's responses on the Student Response Document. Once the assessment is complete, the Test Examiner will transcribe the student responses into the *Online Response Entry* application.

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Scenario

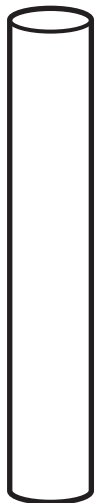
SAY:

When two substances are mixed together, a chemical change can happen. Chemical changes cause a substance to become a different substance. Some things to look for when a chemical change occurs is a change in temperature, a change in color, or when bubbles form.

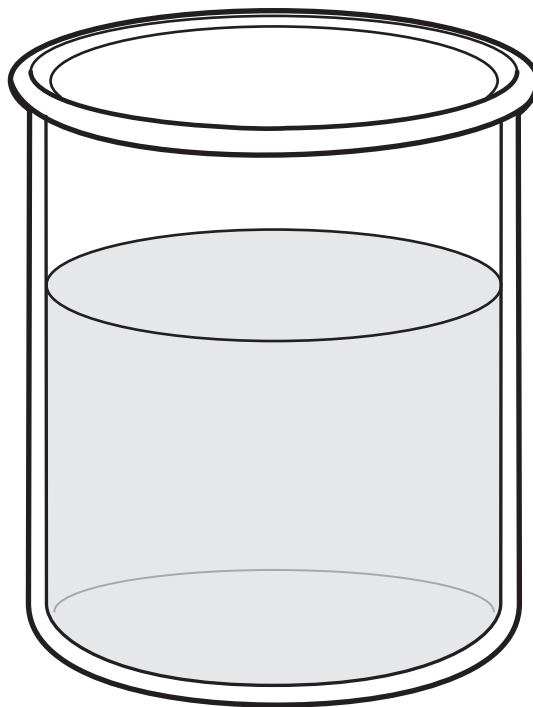
Part A. Low complexity/High support

DO: *Point to the piece of chalk and the glass of vinegar.*

SAY: **The picture shows a piece of chalk and a glass of vinegar.**



chalk



vinegar

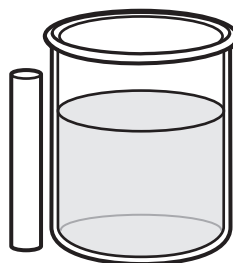


SAY: How might a piece of chalk and a glass of vinegar be used in an investigation to show a chemical change?

DO: Point to the answer options as you read them.

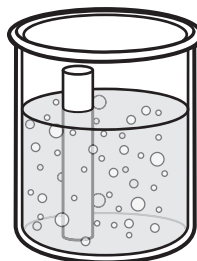
SAY: Place the piece of chalk next to the glass of vinegar and watch for a chemical change. Place the piece of chalk into the glass of vinegar and watch for a chemical change.

A



Place the piece of chalk next to the glass of vinegar and watch for a chemical change.

B



Place the piece of chalk into the glass of vinegar and watch for a chemical change.

*If the student responds to Part A by selecting answer option B, record the student's response and then present **Part B**.*

If the student responds to Part A by selecting answer option A, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part A, record "no response," provide the scaffolding below, and then ask the question again.

DO: Point to the pictures in the answer options.

SAY: Remember, a chemical change may occur when two substances are mixed together.

How might a piece of chalk and a glass of vinegar be used in an investigation to show a chemical change?

DO: Point to the answer options as you read them.

SAY: Place the piece of chalk next to the glass of vinegar and watch for a chemical change. Place the piece of chalk into the glass of vinegar and watch for a chemical change.

Record the student's response and then present **Part B**.

If the student does not respond, record "no response" and then present **Part B**.

Part B. Moderate complexity/Moderate support

SAY:

A person wants to find out if a chemical change happens when a piece of chalk is added to a jar of vinegar. The person follows these steps.

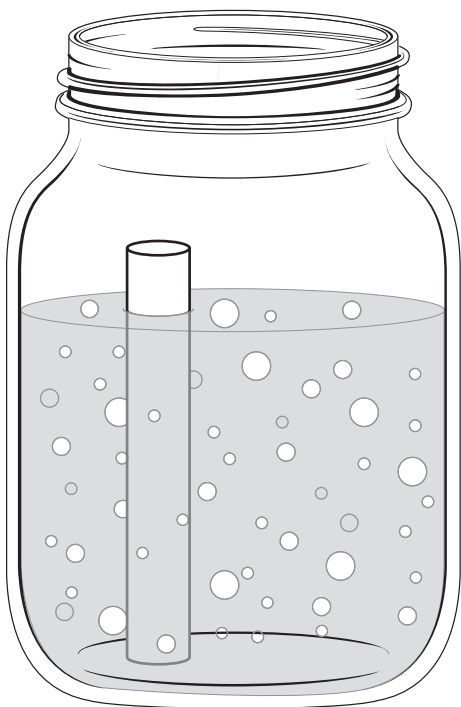
DO:

Point to the steps of the investigation as you read them.

SAY:

First, pour vinegar into a jar.



SAY:**Next, add a piece of chalk to the vinegar in the jar.**

SAY: What should the person do next to know if a chemical change happened?

DO: Point to the answer options as you read them.

SAY: Measure the length of the piece of chalk. Look at the time on a clock. Look for bubbles to form.

A

measure the length of the piece of chalk

B

look at the time on a clock

C

look for bubbles to form

If the student responds to Part B by selecting answer option C, record the student's response and then present Part C.

If the student responds to Part B by selecting answer option A or B, record the student's response, provide scaffolding by covering the answer option that the student selected, and then ask the question again.

If the student does not respond to Part B, record "no response," provide scaffolding by covering answer option B, and then ask the question again.

DO:

Cover the answer option selected by the student OR answer option B if the student did not respond.

SAY:

What should the person do next to know if a chemical change happened?

DO:

Point to the remaining answer options as you read them.

*Record the student's response and then present **Part C**.*

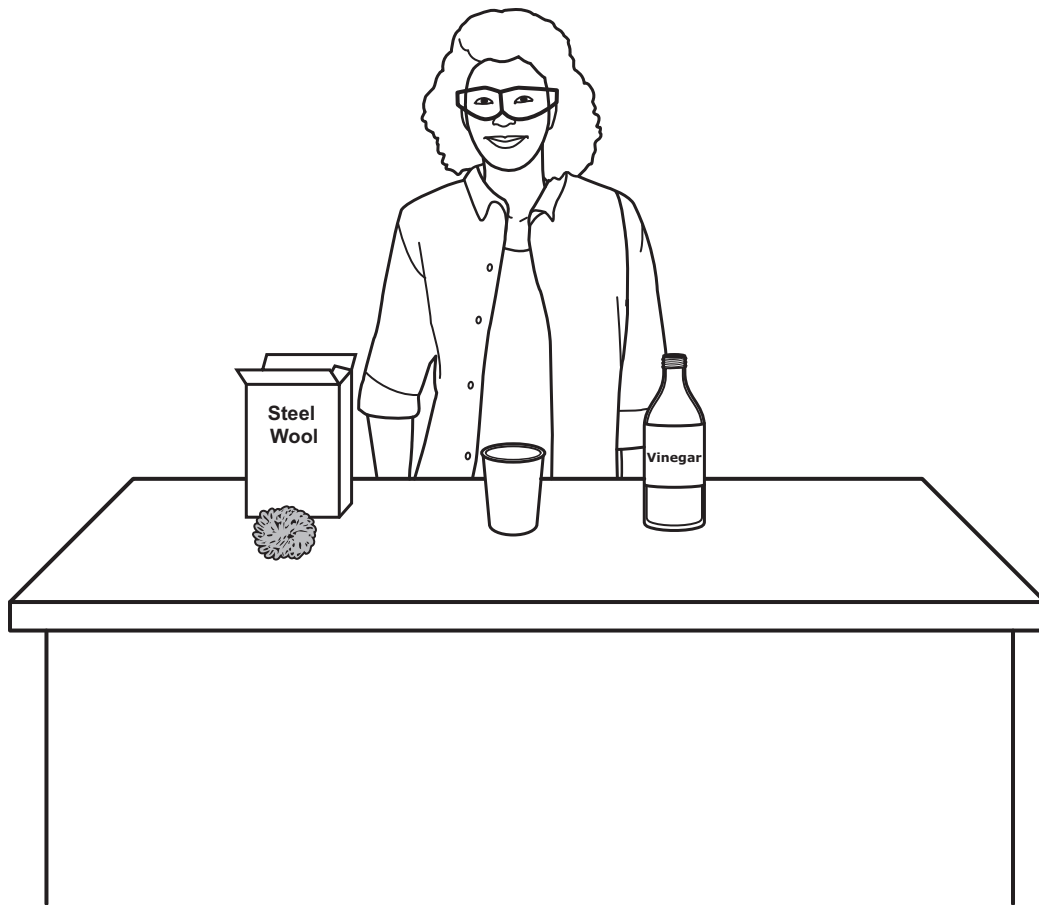
*If the student does not respond, record "no response" and then present **Part C**.*

Part C. High complexity/Low support

SAY: The person wants to investigate another chemical change.

DO: Point to the picture as you read.

SAY: Some chemical reactions produce heat. The person wants to find out if combining steel wool and vinegar produces heat. She uses an empty cup, vinegar, and steel wool. The first thing she does is pour vinegar into the cup. Then she measures the temperature of the vinegar.



SAY: Which steps come next in the investigation?

DO: Point to the answer options as you read them.

SAY: Next, place a piece of steel wool into the cup. Then, measure the temperature inside the cup. Next, measure the temperature outside the cup. Then, measure how much the cup weighs. Next, place a piece of steel wool into the cup. Then, measure the height of the cup.

A

Next, place a piece of steel wool into the cup.
Then, measure the temperature inside the cup.

B

Next, measure the temperature outside the cup.
Then, measure how much the cup weighs.

C

Next, place a piece of steel wool into the cup.
Then, measure the height of the cup.

If the student responds to Part C by selecting answer option A, record the student's response and then present **the next task**.

If the student responds to Part C by selecting answer option B or C, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part C, record "no response," provide the scaffolding below, and then ask the question again.

SAY: Think about what steps need to be completed to investigate if a chemical change produces heat.

Which steps come next in the investigation?

DO: Point to the answer options as you read them.

SAY: Next, place a piece of steel wool into the cup. Then, measure the temperature inside the cup. Next, measure the temperature outside the cup. Then, measure how much the cup weighs. Next, place a piece of steel wool into the cup. Then, measure the height of the cup.

Record the student's response and then present **the next task**.

If the student does not respond, record "no response" and then present **the next task**.

Scenario

SAY:

Matter can change states when the temperature changes. Particles are arranged differently in solids, liquids, and gases.

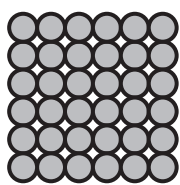
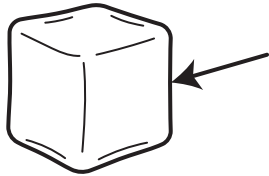
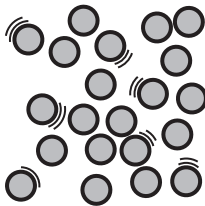
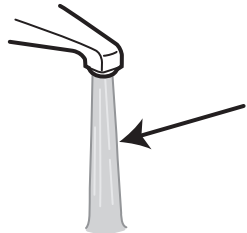
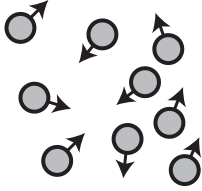

DO:

Point to each picture as you read.

SAY:

In solids, the particles are very close together. An ice cube is an example of a solid. In liquids, the particles are not very close together but they still touch. Water is an example of a liquid. In gases, the particles are very far apart. Steam from a kettle is an example of a gas.

States of Matter

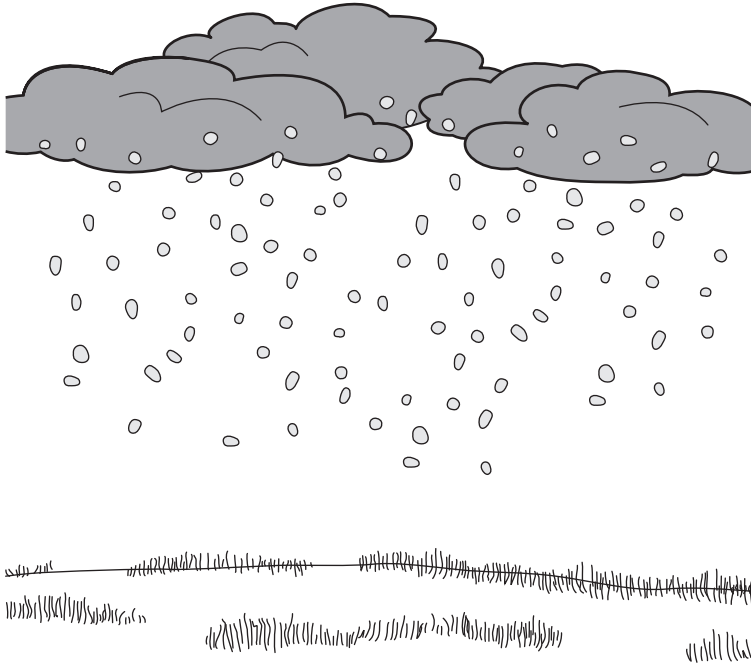
solid		
liquid		
gas		



Part A. Low complexity/High support

DO:*Point to the picture as you read.***SAY:**

Matter can change states when the temperature changes. This is a picture of hail falling from the clouds. Hail are small chunks of ice. Hail forms when the air in the clouds is very cold.

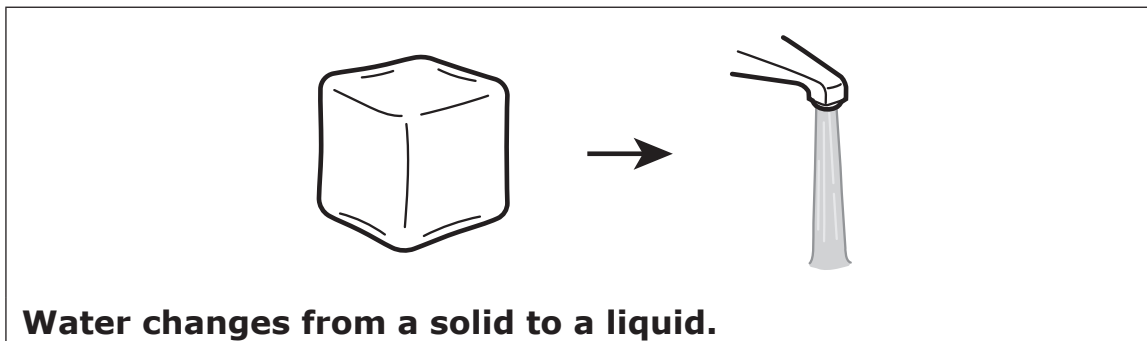


SAY: Which model shows how hail forms in the clouds?

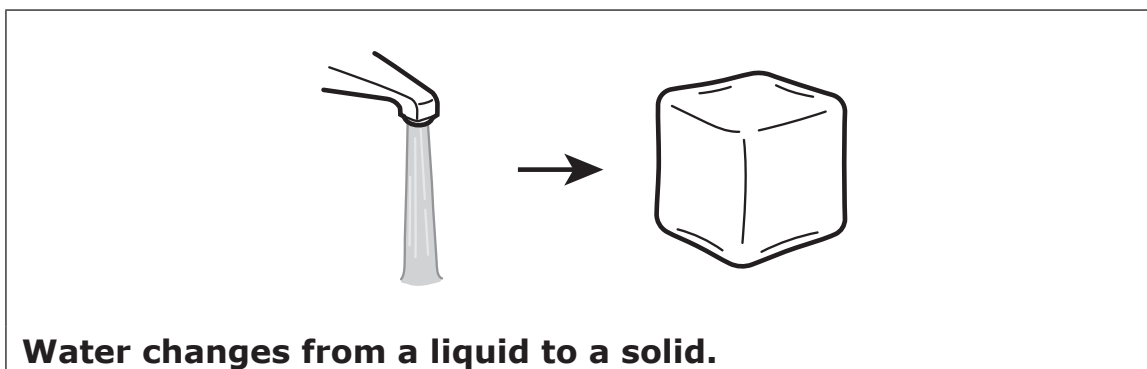
DO: Point to the answer options as you read them.

SAY: Water changes from a solid to a liquid. Water changes from a liquid to a solid.

A



B



If the student responds to Part A by selecting answer option B, record the student's response and then present **Part B**.

If the student responds to Part A by selecting answer option A, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part A, record "no response," provide the scaffolding below, and then ask the question again.

DO: Read the scenario again and point to the pictures again.

SAY: When water freezes, it becomes ice.

Which model shows how hail forms in the clouds?

DO: Point to the answer options as you read them.

SAY: Water changes from a solid to a liquid. Water changes from a liquid to a solid.

Record the student's response and then present **Part B**.

If the student does not respond, record "no response" and then present **Part B**.

Part B. Moderate complexity/Moderate support

SAY:

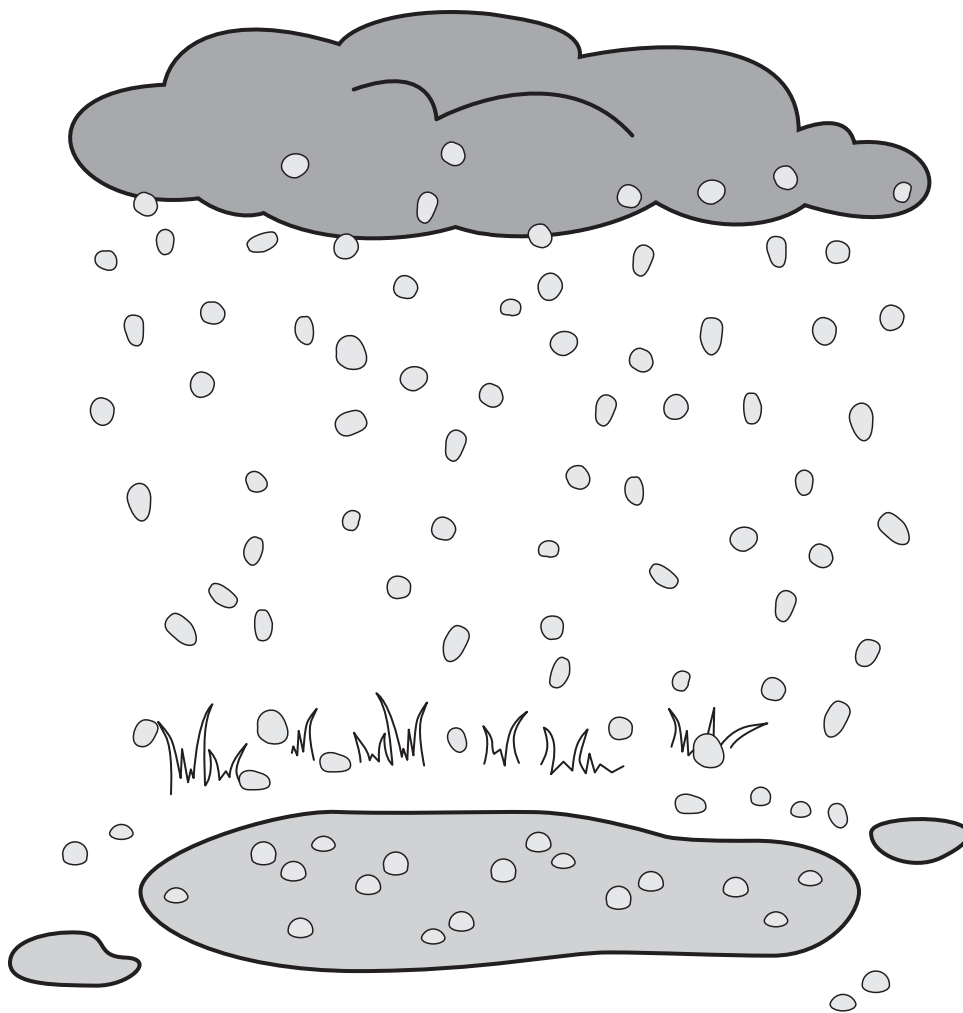
When heat energy is removed, particles slow down and move closer together. When heat energy is added, particles speed up and move apart.

DO:

Point to the picture as you read about it.

SAY:

This picture shows hail falling from the clouds and landing on the ground. As the hail hits the warm ground, the ice begins to melt and becomes a puddle of water.

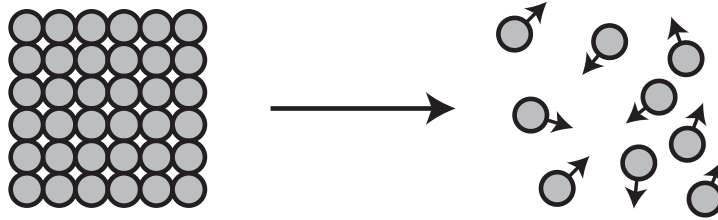


SAY: Which describes a model of how particles move when hail changes to water?

DO: Point to the answer options as you read them.

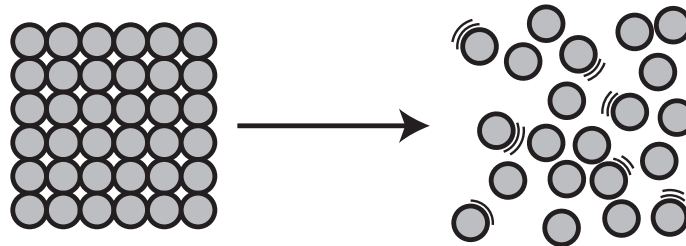
SAY: The particles slow down and move apart. The particles speed up and move apart. The particles slow down and move together.

A



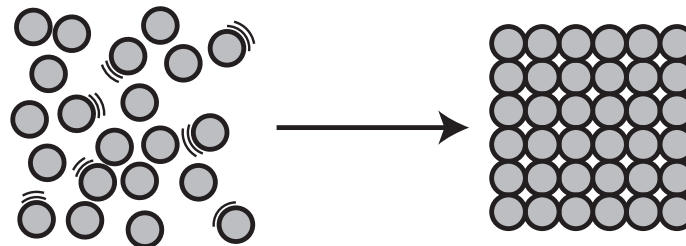
The particles slow down and move apart.

B



The particles speed up and move apart.

C



The particles slow down and move together.

*If the student responds to Part B by selecting answer option B, record the student's response and then present **Part C**.*

If the student responds to Part B by selecting answer option A or C, record the student's response, provide scaffolding by covering the answer option that the student selected, and then ask the question again.

If the student does not respond to Part B, record "no response," provide scaffolding by covering answer option A, and then ask the question again.

DO:

Cover the answer option selected by the student OR answer option A if the student did not respond. Point to the different states of water in the scenario.

SAY:

Remember, particles are arranged differently in solids, liquids, and gases.

Which describes a model of how particles move when hail changes to water?

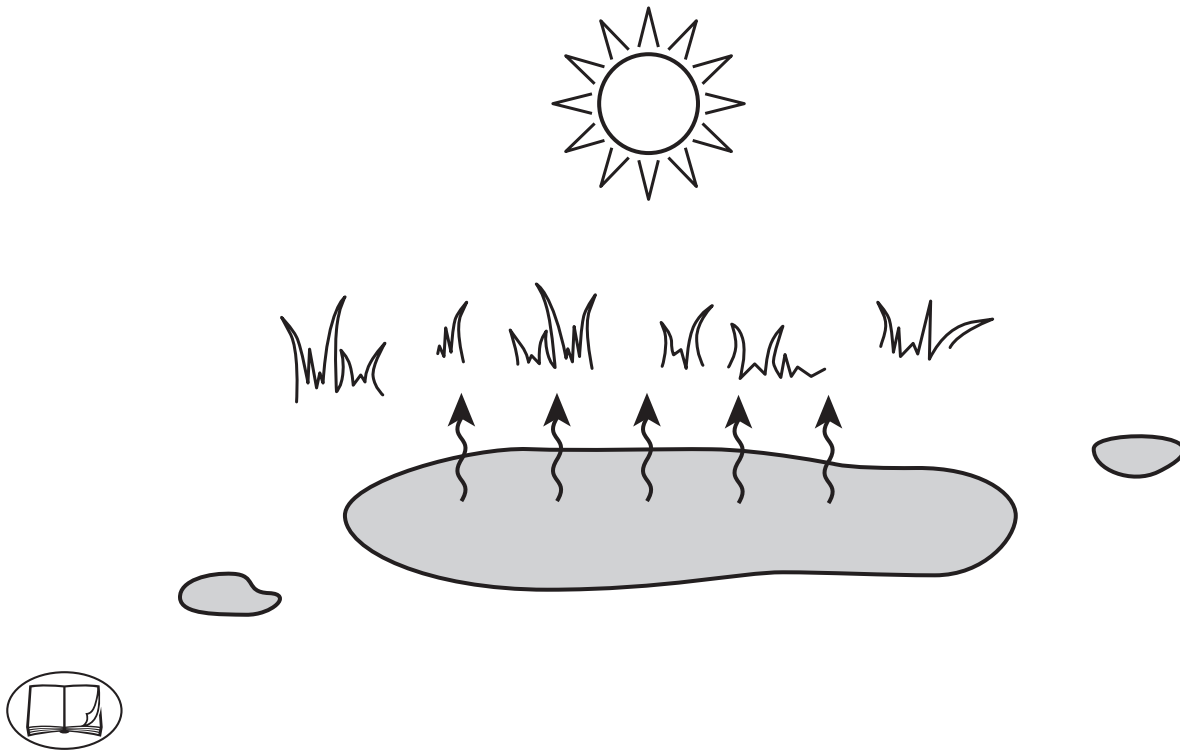
DO:

Point to the remaining answer options as you read them.

*Record the student's response and then present **Part C**.*

*If the student does not respond, record "no response" and then present **Part C**.*

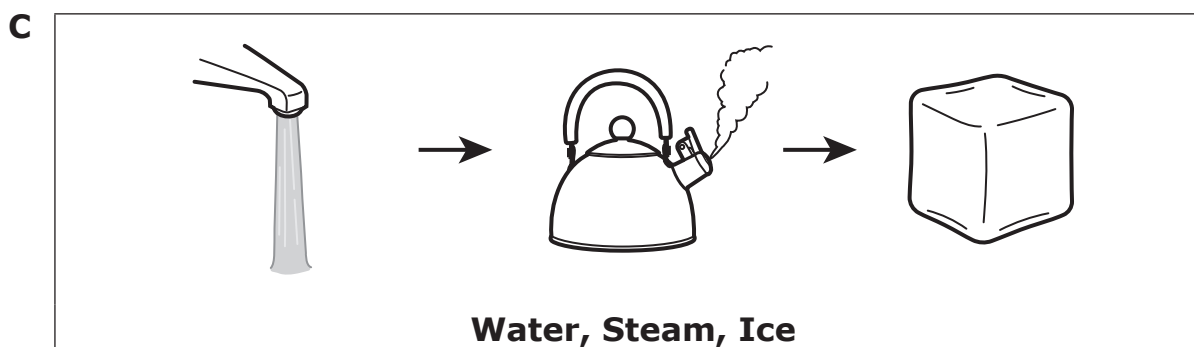
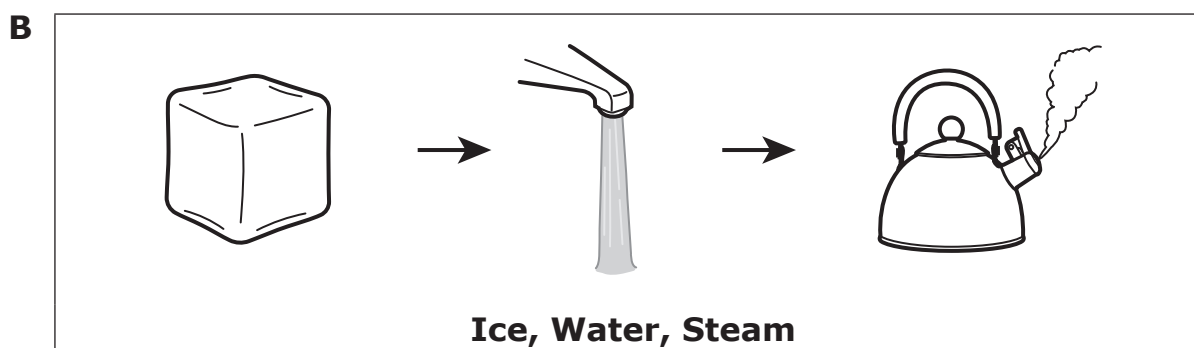
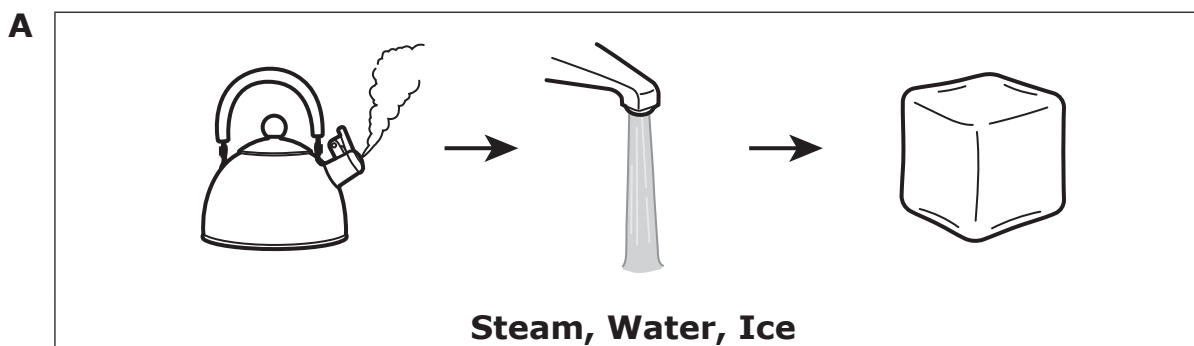
Part C. High complexity/Low support

DO:*Point to the picture as you read.***SAY:****As the Sun heats water on the ground, the water evaporates and turns into a gas.**

SAY: Which shows the order of changes when water transforms from a solid to a gas?

DO: Point to the answer options as you read them.

SAY: Steam, water, ice. Ice, water, steam. Water, steam, ice.



*If the student responds to Part C by selecting answer option B, record the student's response and then present **the next task**.*

If the student responds to Part C by selecting answer option A or C, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part C, record "no response," provide the scaffolding below, and then ask the question again.

SAY:

Think about how particles are different during each state of matter.

Which shows the order of changes when water transforms from a solid to a gas?

DO:

Point to the answer options as you read them.

SAY:

Steam, water, ice. Ice, water, steam. Water, steam, ice.

*Record the student's response and then present **the next task**.*

*If the student does not respond, record "no response" and then present **the next task**.*

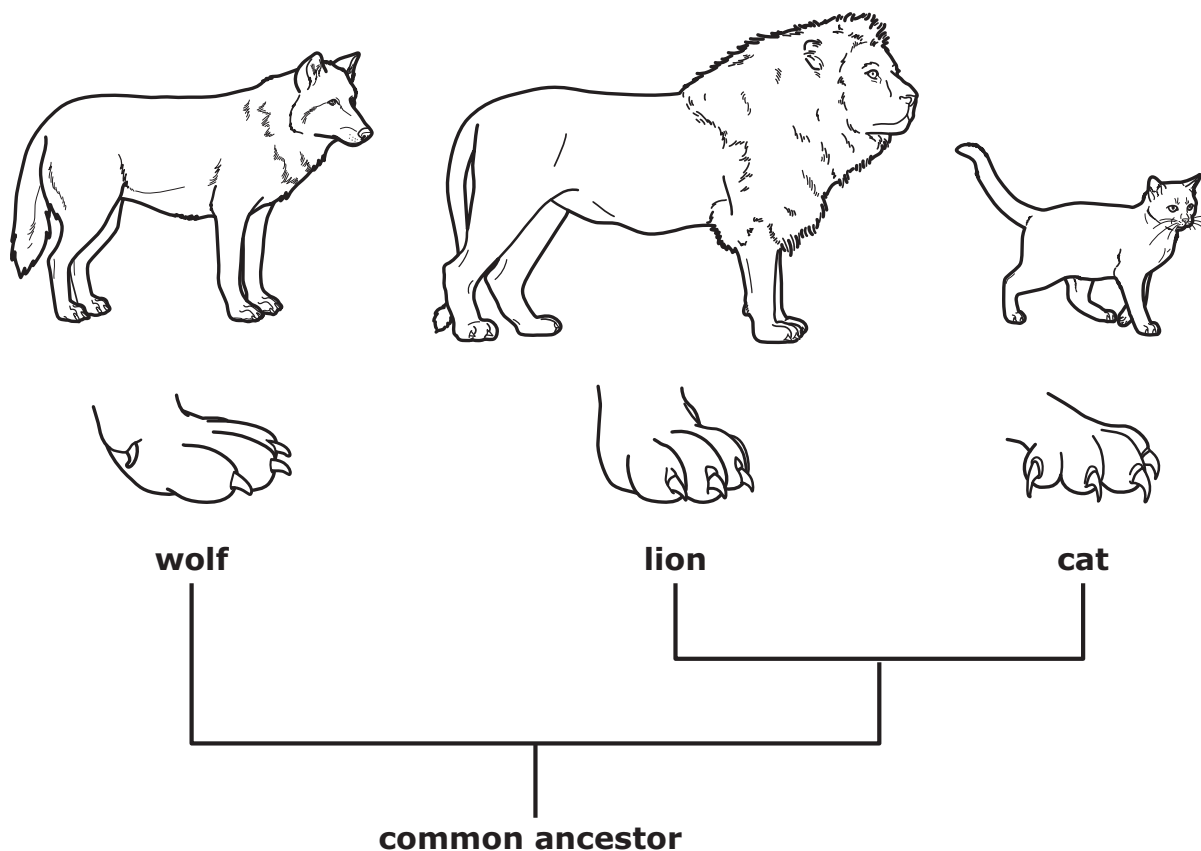
Scenario

SAY:

A cladogram is a diagram that shows relationships among groups of organisms. Scientists use cladograms to show how groups of organisms relate to one another based on common characteristics. Organisms with many similarities are considered closely related and are closely connected in a cladogram.

DO:

Point to the cladogram and the paws of the wolf, lion, and cat as you read.

**SAY:**

This cladogram shows that the wolf, lion, and cat share a common ancestor. All of these animals have claws. Only the lion and the cat have sharp and pointy claws.



Part A. Low complexity/High support

DO:

Point to the cladogram in the scenario. Point to the connections between the wolf, lion, and cat.

SAY:

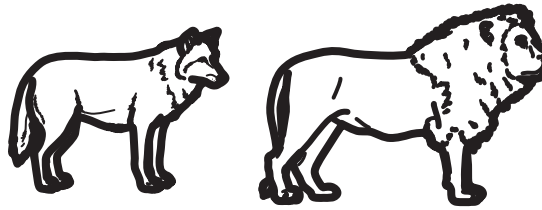
Which two animals are MOST closely related?

DO:

Point to the answer options as you read them.

SAY:

The wolf and the lion. The lion and the cat.

A

the wolf and the lion

B

the lion and the cat

If the student responds to Part A by selecting answer option B, record the student's response and then present **Part B**.

If the student responds to Part A by selecting answer option A, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part A, record "no response," provide the scaffolding below, and then ask the question again.

DO: Point to the cladogram.

SAY: Think about how all three of these organisms are different and how they are the same.

Which two animals are MOST closely related?

DO: Point to the answer options as you read them.

SAY: The wolf and the lion. The lion and the cat.

Record the student's response and then present **Part B**.

If the student does not respond, record "no response" and then present **Part B**.

Part B. Moderate complexity/Moderate support

DO:

Point to the cladogram in the scenario. Point to the connection between the lion and the cat.

SAY:

In this cladogram, the cat is MOST closely related to the lion.

Which statement is true about why cats and lions are the MOST closely related organisms in the cladogram?

DO:

Point to the answer options as you read them.

SAY:

Only lions and cats have a tail. Only lions and cats have four limbs. Only lions and cats use their sharp claws to climb trees.

A

Only lions and cats have a tail.

B

Only lions and cats have four limbs.

C

Only lions and cats use their sharp claws to climb trees.

*If the student responds to Part B by selecting answer option C, record the student's response and then present **Part C**.*

If the student responds to Part B by selecting answer option A or B, record the student's response, provide scaffolding by covering the answer option that the student selected, and then ask the question again.

If the student does not respond to Part B, record "no response," provide scaffolding by covering answer option B, and then ask the question again.

DO:

Cover the answer option selected by the student OR answer option B if the student did not respond.

SAY:

Which statement is true about why cats and lions are the MOST closely related organisms in the cladogram?

DO:

Point to the remaining answer options as you read them.

*Record the student's response and then present **Part C**.*

*If the student does not respond, record "no response" and then present **Part C***

Part C. High complexity/Low support

DO: *Point to the cladogram in the scenario.*

SAY: **These organisms share many similar characteristics.**

DO: *Point to each characteristic in the table as you read them.*

SAY: **Organism characteristics are used to create cladograms. Here is a list of different characteristics that can be used to make a cladogram: “have gills and dry scales;” “have feathers and claws;” “have fur and claws.”**

Organism Characteristics
have gills and dry scales
have feathers and claws
have fur and claws



SAY: Which set of characteristics is **MOST LIKELY** shared by the organisms in the cladogram?

DO: Point to the answer options as you read them.

SAY: Have gills and dry scales. Have feathers and claws. Have fur and claws.

A

have gills and dry scales

B

have feathers and claws

C

have fur and claws

If the student responds to Part C by selecting answer option C, record the student's response and then present **the next task**.

If the student responds to Part C by selecting answer option A or B, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part C, record "no response," provide the scaffolding below, and then ask the question again.

DO: Point to the data table and each characteristic as you read them.

SAY: Think about the characteristics of a wolf, a lion, and a cat.

Which set of characteristics is MOST LIKELY shared by the organisms in the cladogram?

DO: Point to the answer options as you read them.

SAY: Have gills and dry scales. Have feathers and claws. Have fur and claws.

Record the student's response and then present **the next task**.

If the student does not respond, record "no response" and then present **the next task**.



You have reached the end of the sample tasks.

