



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

Science Assessment Development

# WCAS Online Training Test Lesson Plan

## Grade 11

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## Introduction

Students who take online assessments need opportunities to explore the features of the online assessment and to practice using the tools available to them. This document contains activities to help students practice with the online tools, navigation, and item types on the [grade 11 Washington Comprehensive Assessment of Science \(WCAS\) Training Tests](#) available on the [Washington Comprehensive Assessment Portal \(WCAP\)](#).

Classroom time spent on this exploration and practice should be carefully limited so that the focus remains on instruction aligned to the concepts and skills in the [Washington State 2013 K–12 Science Learning Standards](#) (hereafter referred to as “the standards”). Students should use the Training Tests just enough to be able to demonstrate their understanding of science concepts and skills on the WCAS without being hindered by lack of familiarity with the online system.

### **Considerations:**

- All students should have the opportunity to access the WCAS Training Tests before taking the WCAS itself at the end of the school year (hereafter referred to as “the summative assessment”).
- We recommend first presenting the Training Test to an entire class using a computer and projector, then following up with opportunities for students to walk through the Training Test on individual computers with varying levels of teacher guidance.
- All item types EXCEPT simulation and hot text items are available on the Grade 11 Training Test. Students can practice with a hot text item by interacting with Question 1 on the Grade 8 Training Test. Simulation items are not currently available on any Training Test.
- Teachers are encouraged to answer students’ inquiries and give support while students are working in the Training Test.

**NOTE:** During the summative assessment, test administrators (TA) must follow the *TA Script of Student Test Directions* verbatim.

- Emphasize that students should not be concerned with the science content or correct answers, but should concentrate on exploring the features, navigation, and tools.
- The suggestions included in this document assume students are using a computer with a mouse and keyboard for the Training Test. When using tablets or touchscreen enabled devices, the activities may need to be modified. Ideally, students should use the size of screen and type of interaction (mouse or touchscreen) that they will use during the summative assessment.
- The activities are not a checklist. There is no expectation that students complete all suggested activities. The activities do not describe all possible ways students could engage with the questions or tools.
- The activities may be modified and/or shared with any interested teacher, parent, or student.
- The Training Tests are set up for practice only; students’ answers are not scored or saved.
- The *WCAS Tool Button Sheet* (page 6 of this document) can be printed and used with students during the Training Test to help them understand the tool buttons but cannot be used during the summative assessment.

Questions or comments? Email us at [science@k12.wa.us](mailto:science@k12.wa.us).

# Features Specific to the WCAS

## Collapsible Information Sections

The WCAS includes standalone items and item clusters (information sections and related questions). Some clusters include more than one information section. Each information section is delivered along with the questions most closely associated to that information. To minimize vertical scrolling and the need to move back to previous screens within a cluster, an information section is collapsed once the next information section is provided. However, information sections that have been presented are available to the student throughout the assessment. A +/- icon in the heading of an information section allows that section to be hidden from view (collapsed) or expanded to suit a student's need.

## Locking Questions

Some item clusters include locking questions. The locking of questions allows subsequent items or information sections to update the student with correct information and limits clueing among questions in a cluster. Students cannot change their answer to these questions once they have moved on to the next question. A green padlock icon next to the question number alerts students that they are answering a locking question. When a student starts to move to a different question, an "attention" box warns that they will not be able to change their answer once they move on. The student can either return to the question or move forward and lock in their answer. After moving on, the student can return to a locked question and see their answer, but they cannot change their answer. A red padlock icon next to the question number indicates that the question is now locked.

## Multipart Questions

Some questions are divided into multiple parts. Typically, this includes two parts (Part A and Part B). Multipart questions can include different item types (e.g., multiple choice followed by an edit task inline choice). Question parts work together to strengthen alignment to a standard. For example, a question could ask a student to evaluate a claim in Part A, and then in Part B, ask the student to identify how a particular trend in data or piece of evidence supports their evaluation of that claim.

## Getting Started

You may choose to have students log in to the Training Test as Guest Users or you may want students to log in using the secure browser. See the [Quick Start document](#) for step-by-step instructions to log in to the Training Test.

## Help Guide

The **Help Guide** gives an overview of the test rules and tools. The Help Guide is the same for the WCAS online training tests and summative tests.

Once students have logged in, they will see the **You Are Almost Ready to Begin Your Test** page. This page provides an opportunity for students to review the Help Guide and/or their Test Settings. We suggest using the Training Test as an opportunity to walk through the entire Help Guide with students to ensure that all students fully understand the test rules and tools before they take the summative test.

## Walking Through the Help Guide

The first section of the Help Guide describes how students move through a test and pause a test.

*Suggestions for working with students on the Help Guide:*

### Have students:

Read through the "How to Move Through the Test" section.

Read through the "Pause Rules" section.

### Teacher Notes

*If there is a question or question-part that is not answered when the student clicks the Next button, a warning box will pop up and list the questions that still need to be answered before moving on.*

*The "Questions" drop-down list only has the questions that the student has already seen.*

*Please emphasize to students that a locked question cannot be changed even if it is marked for review.*

*After pausing a Training Test, students cannot go back to any questions, even if they log back in within 20 minutes. This is because student responses are not saved for Training Tests. Students will need to restart the Training Test from the beginning after pausing.*

*During the summative assessment, students who log out using the "Pause" button will be able to continue testing from the last question not answered. If a student entered random text into a short-answer response box, the Test Delivery System will consider the question answered and will restart the student at the next question.*

The next section in the Help Guide is "Overview of Test Screen" with an image of the tool bars at the top of the Test Delivery System (TDS) screen, followed by three tables describing the universal tools available during testing.

### Have students:

Find the tool buttons on the **WCAS Tool Button Sheet** and identify their uses.

### Teacher Notes

*The WCAS Tool Button Sheet on the following page details the tools available to all students. This page can be printed and used with students during the Training Test to help them understand the tool buttons but cannot be used during the summative assessment.*

After walking students through the Help Guide, including the **Tools** and **Menu** tables, have students select the Back button at the bottom of their screen to return to the **You Are Almost Ready to Begin Your Test** page. Have students select **Begin Test Now** at the bottom of their screen to begin viewing questions.

## WCAS Tool Button Sheet

This sheet may only be used during test preparation activities and the **Training Test**. It may **not** be used during the summative assessment.

Row	Tool Image	Tool Name	Tool Button Descriptions
1		Questions Drop-Down List	Click the "Questions" button to move to a different question. If you mark a question for review, it will be flagged.
2		Progress Bar	Shows how much of the test you have finished.
3		Back and Next	Moves you between screens. The [Back] button moves you to the previous screen. The [Next] button moves you to the next screen.
4		Save	Saves your response to a question. (Answers on the training test are not saved even if you do click this button.)
5		End Test	Will show up after you answer all the test questions. Click to finish your test. (Raise your hand for help before choosing this button on your own.)
6		Help	Shows the <b>Help Guide</b> page at any time during the test.
7		System Settings	Used for changing the volume when Text-to-Speech is used
8		Pause	Exits the test before finishing. (Raise your hand for help before choosing this button on your own.)
9		Calculator	Opens the calculator.
10		Line Reader	Highlights one line of text at a time.
11		Zoom	Makes the words and pictures on the screen bigger (Zoom In) or smaller (Zoom Out).
12		Periodic Table	Opens a Periodic Table for use during the Grade 8 and Grade 11 tests.
13		Context Menu	Opens a list of tools to use with the information section or question. The list varies by item type.
14		Tutorial	Plays a video example of how to answer that type of question.
15		Mark for Review	Marks a question for you to look at again later.
16		Notepad	Saves notes you type to yourself about an information section or question to read later.
17		Highlighter	Highlights key words or areas.
18		Strikethrough	Crosses out answer choices.
19		Expand	Makes the stimulus cover the whole screen, or the questions cover the whole screen.
20		Glossary/Translation	Click words with gray lines to see a definition (or translation) of the word.
21		Collapsing Information Section	Click the + symbol to expand a section. Click the – symbol to close it again.

## Grade 11 Training Test Overview

Table 1 provides the metadata for each of the questions on the **Grade 11 Training Test** including item type, locking information, answer key, score point, and alignment information.

Details about each item type and a full set of item specifications are available in the [Grade 11 Test Design and Item Specification](#) documents on the [Science Assessment webpage](#). Please refer to those documents for more information about the design of the summative assessment.

If the Key column states "Rubric", then more details about the correct answer will be provided on the following pages.

**Table 1 Grade 11 Training Test Metadata**

#	Title	Item Type	Lock	Key	Score Point	Performance Expectation	Item Specification	Science and Engineering Practice	Disciplinary Core Idea	Crosscutting Concept
1 A/B	Hydrogen Equation standalone	Table Input/ Multiple Choice	No	Rubric/ D	1	HS-PS1-7	HS-PS1-7.1	Using Mathematics and Computational Thinking	PS1.B	Energy and Matter
2 A/B	Cellular Respiration Inputs and Outputs standalone	Grid/ Multiple Choice	No	Rubric/ D	2	HS-LS1-7	HS-LS1-7.1	Developing and Using Models	LS1.C	Energy and Matter
3 A/B	Juan de Fuca Model standalone	Edit Task Inline Choice/ Multiple Select	No	Rubric/ C, D	1	HS-ESS1-5	HS-ESS1-5.1	Engaging in Argument from Evidence	ESS2.B	Patterns
4	Competing Forces cluster	Multiple Choice	Yes	A	1	HS-PS2-4	HS-PS2-4.1	Using Mathematics and Computational Thinking	PS2.B	Patterns
5	Competing Forces cluster	Edit Task Inline Choice	No	Rubric	1	HS-PS2-4	HS-PS2-4.1	Using Mathematics and Computational Thinking	PS2.B	Patterns
6 A/B	Competing Forces cluster	Multiple Choice/ Multiple Choice	No	C/A	2	HS-PS2-4	HS-PS2-4.1	Using Mathematics and Computational Thinking	PS2.B	Patterns
7 A/B	Competing Forces cluster	Multiple Choice/ Multiple Choice	No	B/D	2	HS-PS2-4	HS-PS2-4.2	Using Mathematics and Computational Thinking	PS2.B	~
8	Coral Bleaching cluster	Multiple Choice	Yes	D	1	HS-LS2-6	HS-LS2-6.1	Engaging in Argument from Evidence	LS2.C	Stability and Change
9	Coral Bleaching cluster	Multiple Choice	Yes	A	1	HS-LS2-6	HS-LS2-6.1	Engaging in Argument from Evidence	LS2.C	Stability and Change
10 A/B	Coral Bleaching cluster	Grid/ Edit Task Inline Choice	Yes	Rubric/ Rubric	2	HS-ESS2-2	HS-ESS2-2.1	Analyzing and Interpreting Data	ESS2.A, ESS2.D	Stability and Change
11	Coral Bleaching cluster	Matching	No	Rubric	1	HS-ESS2-2	HS-ESS2-2.3	~	ESS2.A, ESS2.D	Stability and Change
12	Coral Bleaching cluster	Short Answer	No	Rubric	1	HS-LS2-6	HS-LS2-6.1	Engaging in Argument from Evidence	LS2.C	Stability and Change

## Question 1: Table Input/Multiple Choice Standalone

Standalone questions display on the entire width of the screen. This question is a **multipart question**. Multipart questions can include different item types for each part (e.g., multiple choice followed by edit task inline choice) and students will have to scroll down to see all the parts.

*Suggestions for working with students on multipart items:*

### **Have students:**

Scroll down to see the entire question.

Read the first line of the question: "The following question has two parts. First, answer part A. Then, answer part B."

Read the entire item carefully to determine where each part of the question begins and ends.

Answer only one part of the question and select the Next button.

### **Teacher Notes**

*Students should always scroll to be sure they are aware of all parts of a question.*

*This line of text is important to notice, since it tells students how many parts are related to each other. Some questions will also have a part C.*

*Bold text stating "Part A" and "Part B" is there to guide them. A complete response must provide answers to all parts.*

*An Attention box should pop up, telling the student that they still need to answer the question.*

Part A of Question 1 is a **table input** item. Table input items provide space into which students type to complete a table. There may be multiple table cells to complete, or only a single cell.

*Suggestions for working with students on table input items:*

**Have students:**

Click in the cell and observe that the cursor appears. Enter a letter in the cell.

Correct the error by entering numbers; see how many digits they can enter in the cell and see what the maximum can be.

Use the + or – symbols or decimals in the cell.

Select the Calculator button and explore how it works.

Resize the calculator window by clicking and dragging the blue resize icon  in the bottom right corner of the calculator window.

**Teacher Notes**

*An error message will appear: "Invalid character entered."  
Table input items are coded to only accept certain types of characters.*

*Note that students must use the keyboard to type a number into a cell; there are no buttons to click. Note: this item will accept 5 values in the cell.*

*Not all table input items will allow +/- symbols or decimals.*

*The Grade 11 WCAS has a scientific calculator. A calculator is available for **all** grade levels of the summative assessment, for all items, even though students will not need to use it for every item. See [Appendix A](#) for more information. If the student uses the Calculator tool to do the calculation, they must still input their answer into the blue cell. None of the work done in the Calculator is saved or scored.*

*The calculator window will open in the size the student chose the next time the calculator is opened.*

Part B of Question 1 is a **multiple choice** item. Multiple choice items typically provide four options. The student selects one option by clicking the circle in front of the option.

*Suggestions for working with students on multiple choice items:*

**Have students:**

Notice the circles have letters inside them.

Observe the circles turn gray when clicked.

Click the circle in front of one option then click the circle in front of another option.

**Teacher Notes**

*This is a clue that only one answer option will be selected.*

*The circle returns to white when the clicked a second time.*

*The gray circle moves from the first option selected to the second option selected, showing students that they can only select one option at a time. Help students understand this is one way they can change their answer.*

Question 1 contains the glossed word "shows". The Glossary words are available to all students. Translated glossary words are a Designated Support that is not available on the Training Test. For the summative test, Translations Glossaries can be set for students in the Test Information Distribution Engine (TIDE); see the [Guidelines on Tools, Supports, and Accommodations \(GTSA\)](#) document for more details.

*Suggestions for working with students on glossed words:*

**Have students:**

Move their cursor over the glossed word.

Click on the word.

Resize the glossary window by clicking and dragging the blue resize icon  in the bottom right corner of the glossary window.

Use their cursor to move the glossary window around on the screen so they can see the entire question.

**Teacher Notes**

*The word will become highlighted in blue.*

*A window should pop up with the glossed word at the top, then the word "Glossary" in blue, and then a definition for the glossed word.*

*The glossary window can be closed by selecting the x in the top right corner of the window.*

---

*Correct Answer – 1 point*

*Part A: 606; responses equivalent to 606 (e.g., 0606, 606.0) will be credited*

*Part B: Option D*

---

## Question 2: Grid/Multiple Choice Standalone

Part A of this question is a drag-and-drop **grid** item. Grid items ask students to interact with the screen by clicking, drawing arrows, and/or moving symbols, labels, or other graphical objects on the screen. In this grid item, students are asked to drag objects into boxes to show the inputs and outputs of cellular respiration.

*Suggestions for working with students on grid items:*

### **Have students:**

Drag a label into one of the boxes.

Try to drag one label on top of another object in the same box.

Move an object back to the palette and replace it with a different object.

Move the same object into two different boxes.

### **Teacher Notes**

*The labels may be dragged and dropped in any order.*

*Students cannot replace labels in this item by dragging a new one into the same box. Note: Some grid items will allow students to move multiple objects into the same box. When students stack objects on top of each other only the top object is recognized by the computer.*

*Students can re-order the objects as many times as they want to before moving on.*

*This item allows students to use the same label more than once. Notice the clarification bullet under the directions "Labels may be used once, more than once, or not at all."*

Part B of Question 2 is a **multiple choice** item.

*Suggestions for working with students on this multiple choice item:*

**Have students:**

Strikethrough an option by:

Clicking the Context Menu button and selecting the Strikethrough tool to turn strikethrough mode on, then clicking on an option or multiple options to strikethrough.

**OR**

Right-clicking on an option and selecting Strikethrough from the menu that appears. Notice the circles have letters inside them.

Select an option as the correct answer and place a strikethrough on the same option.

Locate the glossed word in this question.

**Teacher Notes**

*Remind students that they can refer to the Help Guide if they need assistance during the summative test.*

*To turn off "strikethrough mode," students need to click outside the box that appears around all options. When using "right-click" students must right-click on each option individually to strikethrough multiple options.*

*An option can have both a strikethrough and the bubble filled. When this happens, the system will ignore the strikethrough and count the filled bubble as the answer the student has selected.*

*"Show" is glossed.*

---

*Correct Answer – 1 point*

*Part A: Inputs: Sugar (C<sub>6</sub>H<sub>12</sub>O<sub>6</sub>) and Oxygen (O<sub>2</sub>). Outputs: Water (H<sub>2</sub>O), Carbon dioxide (CO<sub>2</sub>), and Energy*

*Part B: Option D*

---

### Question 3: Edit Task Inline Choice/Multiple Select Standalone

Part A of Question 3 is an **edit task inline choice** item. Edit task inline choice items provide partially completed sentences, which students complete by selecting words, phrases, letters, or numbers from drop-down lists.

*Suggestions for working with students on edit task inline choice items:*

#### **Have students:**

Click in one blank space.

Click on a choice in the list.

Click on another choice in the list and observe that the answer in the blank space has changed.

Fill in all the blank spaces in a sentence.

#### **Teacher Notes**

*A drop-down list will appear.*

*The blank space has been filled in with that choice.*

*Help students understand that this is how they can change their answers.*

*Only one drop-down list can be seen at a time. Students cannot move on from an edit task inline choice item until all blanks are filled.*

Part B of Question 3 is a **multiple select** item. Multiple select items provide five or more options. The student selects options by clicking the box in front of each option. The direction will indicate how many options a student should select to complete the item.

*Suggestions for working with students on multiple select items:*

**Have students:**

Note the boxes do not have letters inside them.

Click the given number boxes and observe that they are unable to check any more boxes; then have them uncheck one box and check a different box.

Select only one box, and then select the Next button.

Practice the Strikethrough tool like they did with the multiple choice item (Question 2).

**Teacher Notes**

*This is a clue that more than one answer option will be selected. Remind students that the item will tell them in a **bold font** how many options to choose.*

*Students can check more than one box, but only as many boxes as indicated in the directions. To change their answer, a student must unselect one option (deleting the checkmark) to select another option (adding a checkmark).*

*An Attention box appears, telling the students that they still need to answer a question before moving to the next page. The test will only allow the students to move on from a multiple select item after selecting the correct number of boxes.*

*Inform students that if a checked box has strikethrough, the system will ignore the strikethrough and accept the checked box as an answer.*

---

*Correct Answer – 1 point*

*Part A: As the distance from the Juan de Fuca Ridge increases, the age of the oceanic crust in the Juan de Fuca Plate increases.*

**OR**

*As the distance from the Juan de Fuca Ridge decreases, the age of the oceanic crust in the Juan de Fuca Plate decreases.*

*Part B: Option 3 and Option 4*

---

## Questions 4–7: Competing Forces Cluster

Question 4 starts a cluster. Note that clusters are displayed with an information section pane and question pane on the same screen. The information section takes up the left 40% of the screen, while the question pane takes up the right 60% of the screen. The Expand buttons are at the top of the screen on the border of these two panes, which allows the student to expand either pane to a width of 90% of the screen.

*Suggestions for working with students on item clusters:*

### Have students:

Use the gray scroll bar in the border between the information section and questions to read all the information.

Click the right Expand arrow to expand the information section. Click the left Expand arrow to return to the default setup. Click the left Expand arrow to expand the question pane. Click the right Expand arrow to return to the default setup.

Click the Line Reader tool at the top right of the screen; use the up and down arrows to move the Line Reader box. The Line Reader tool image turns orange. Click the Line Reader tool again to turn off the Line Reader.

This *Competing Forces* information section includes a **demonstration**. Demonstrations are short animations of a phenomenon, investigation, etc., with labeled diagrams and text describing the actions on the screen.

*Suggestions for working with students on demonstrations:*

### Have students:

Click the arrow on the left to start the demonstration.

Practice playing and pausing the demonstration.

### Teacher Notes

*Depending on type of device and/or zoom level students may also need to scroll horizontally to be sure they see all of the text in the Competing Forces simulation.*

*The Expand tool can help students focus on one part of the screen (information section or question) at a time. Expanding the information section or question pane may also reduce the amount of scrolling required.*

*The Line Reader tool helps students focus on one line of text at a time.*

### Teacher Notes

*The arrow turns to a pause symbol as the animation plays.*

*Students can view the demonstration as often as they need to as they work through the questions associated with the cluster.*

#### Question 4: Multiple Choice (locking question)

Question 4 is a **locking question**. The locking of questions allows subsequent items or information sections to update the student with correct information and limits clueing among questions within a cluster. When a student moves to another question, an Attention box warns that they will not be able to change their answer once they move on. The student can either return to the question or move forward and lock in their answer. After moving on, students can return to locked questions and see their answer, but they cannot change their answer.

*Suggestions for working with students on locking questions:*

##### **Have students:**

Notice the padlock icon next to the question number and observe that the padlock is green; answer the question and select the Next button.

Change their answer and select the Next button; click "Yes" when Attention box appears.

Select the Back button and observe that the padlock is now red, and they cannot change their answer to that question.

##### **Teacher Notes**

*An Attention box warns students that they will not be able to change their answer if they continue. Have students select "No" to go back to the question.*

*Help students understand that they must be completely finished with a locked question before they move to another page or Pause their test. Remind students that they can always see the locked question, their answer, and the information section even though they have moved on, but they cannot change their answer.*

---

*Correct Answer – 1 point*

*Option A*

---

## Question 5: Edit Task Inline Choice

*Suggestions for working with students on this edit task inline choice item:*

### Have students:

Notice that Questions 5, 6, and 7 appear in the question pane.

View the tutorial by:

Clicking the Context Menu button and selecting the Tutorial tool.

### OR

Right-clicking on the screen and selecting Tutorial from the menu that appears.

Highlight parts of the question by using the mouse to select a few words or a few sentences, clicking the Context Menu button, and selecting the Highlight tool.

### OR

Using the mouse to select a few words or a few sentences, right click on the highlighted words and select the Highlight tool.

Use the mouse to select highlighted text, click the Context Menu button and select Remove Highlight.

### OR

Click the Context Menu button and select Reset Highlight.

### Teacher Notes

*Two or more questions may appear in the same question pane if they are associated with the same information section AND none of the questions is a locking question. Students may need to scroll to see all questions.*

*Most of the tutorial videos do not use science content as example items. The tutorials should be used to remind students about how the item type functions, not what the correct answer is for that particular question.*

*The Highlight tool cannot be used on all parts of a question; for example, the answer statements cannot be highlighted. Students can select the color of the highlighter. They may use different colored highlighters on different parts of the question.*

*Students may also use the right-click drop down menu to remove or reset highlighting.*

---

*Correct answer – 1 point*

*Negative row: attract, positive, negative OR attract, negative, positive*

*Positive row: – repel, negative, negative OR repel, positive, positive*

---

## Question 6: Multiple Choice/Multiple Choice

*Suggestions for working with students on these multiple choice items:*

### **Have students:**

Practice using the highlighting tool as they did in Question 5.

Select the first option and observe that a box appears around the option; then press the "Tab" key on the keyboard and observe that the box around the option moves to the next option (the spacebar on the keyboard can be used to select that option).

Select the Periodic Table button and explore how it works, including how it can be resized by dragging the bottom right corner with the cursor, how to use the scroll bars on the bottom and on the right to see more of the table, and how it can be closed by selecting the x in the top right corner.

### **Teacher Notes**

*Work with students to understand how to use the "Tab" key (to move down the list) and "Shift+Tab" keys (to move up the list) to move between options and how to use the spacebar to select or un-select options.*

*The Grade 11 WCAS has the Periodic Table available for all questions, although it may only be needed for a few.*

---

*Correct Answer – 1 point for Part A, 1 point for Part B*

*Part A: Option C*

*Part B: Option A*

---

## Question 7: Multiple Choice/Multiple Choice

*Suggestions for working with students on these items:*

### **Have students:**

Practice using the "Tab" key to move to the next option (the spacebar on the keyboard can be used to select an option).

Use the Context Menu to select the Mark for Review tool.

Use the Questions drop-down list, which is located just above the Save and Pause buttons, or the Back button to move back to Question 4. Use the Context Menu to select the Mark for Review tool.

Use the drop-down list again to move to the last number on the list.

### **Teacher Notes**

*The "Tab" key can also be used to move through options in multiple select items.*

*Have students notice the flag that now appears next to the question number at the top of the question pane and next to the question number in the Questions drop-down list.*

*When students reach the **Congratulations** page at the end of the test, have them return to these two questions. They will be able to change their response to Question 7, but not Question 4, which is locked.*

*The last question on the drop-down list will have an orange triangle next to it, indicating the student has not interacted with the question.*

---

*Correct Answer – 1 point*

*[Part A: Option B](#)*

*[Part B: Option D](#)*

---

## Questions 8–12: Coral Bleaching Cluster

Question 8 starts a second cluster.

*Suggestions for working with students on this cluster:*

### Have students:

Use the gray scroll bar in the border between the information section and questions to read all the information.

Click the right Expand arrow to expand the information section. Click the left Expand arrow to return to the default setup. Click the left Expand arrow to expand the question pane. Click the right Expand arrow to return to the default setup.

Select the Zoom In button. Select the Zoom Out button to revert the screen.

### Teacher Notes

*Depending on type of device and/or zoom level students may also need to scroll horizontally to be sure they see all of the text in the Coral Reef Ecosystem diagram.*

*Expanding the information section or question pane may reduce the amount of scrolling required.*

*Point out to students that the Zoom function makes the text larger, but that it also increases the scrolling needed to see all the text, possibly including horizontal scrolling as well.*

## Question 8: Multiple Choice (locking question)

Question 8 is a **locking multiple choice** item. Use this opportunity to answer student questions about specific tools or item types.

---

*Correct Answer – 1 point*

*Option D*

---

### Question 9: Multiple Choice (locking question)

Note that there is a new information section associated with Question 8, labeled "Section 2." Some clusters include more than one information section. Each information section is delivered along with the questions most closely associated to that information. Students should read the new section before working with the new questions.

*Suggestions for working with students on collapsing information sections:*

#### **Have students:**

Click the + icon in the heading of Section 1.  
Scroll down to see the new information section at the bottom of the first section.

Scroll back up and click the – icon in the heading of Section 1.

#### **Teacher Notes**

*The information section that was used for the previous questions will expand.*

*The first information section collapses and is hidden from view.*

---

*Correct Answer – 1 point*

*Option A*

---

## Question 10: Grid/Edit Task Inline Choice (locking question)

Part A of this question is a drag-and-drop **locking grid** item.

*Suggestions for working with students on this grid item:*

### Have students:

View the tutorial like they did with the edit task inline choice item (Question 5).

Drag a statement into one of the boxes.

Move an object back to the gray box and replace it with a different object.

Use the Questions drop-down list or the Back button to return to Question 8.

### Teacher Notes

*Notice there are tabs available for the tutorials of both grid and edit task inline choice items. Remind students that they can view a tutorial for any item as they move through the test.*

*The objects may be dragged in in any order.*

*Notice that this grid item only allows labels to be used once.*

*The student is returned to Question 8. The only information section that appears is "Section 1—Coral Bleaching".*

Part B of Question 10 is an **edit task inline choice** item.

*Suggestions for working with students on this item:*

### Have students:

Use the Highlight tool to highlight parts of the information section.

Practice using the line reader tool as they did in the previous cluster.

### Teacher Notes

*Pictures cannot be highlighted.*

---

*Correct Answer – 1 point for Part A, 1 point for Part B*

*Part A: Statements are placed in the following way: Air temperature increases. → Seawater temperature increases. → Sea ice melts. → The amount of solar radiation absorbed increases. → The amount of thermal energy transferred to the atmosphere increases.*

*Part B: The model represents positive feedback, because as air temperature increases over time, the amount of sea ice melting will increase over time, causing the ecosystem to destabilize.*

---

## Question 11: Matching Item

**Matching** items provide students with a table and ask the students to check boxes within the cells of the table to make identifications, classifications, or predictions. Students are informed when the boxes in a row or column may be checked once, more than once, or not at all. The TDS may or may not limit the number of boxes that can be checked in a row or column.

*Suggestions for working with students on matching items:*

### Have students:

Before answering Question 11, select the **Next** button.

Click on a box, observe the checkmark in the box, then click on the same box again.

Click on a box, observe the checkmark in the box, then click on a different box in the same row.

Click on the Context Menu button and select the Notepad tool.

### OR

Right click on the screen and select the Notepad tool.

Resize the notepad window by clicking and dragging the blue resize icon  in the bottom right corner of the notepad window.

Click "Save and Close".

### Teacher Notes

*An Attention box should pop up, telling the student that they still need to answer Questions 11 and 12 before moving to the next page. Both questions must be answered to move on.*

*This is how to select a choice (checkmark in the box) and unselect a choice (a blank box).*

*This is how to change from selecting one choice (checkmark in one box) to selecting another choice (checkmark in another box).*

*The notepad window will open in the size the student chose the next time the notepad is opened.*

*A pencil picture  will show up next to the question number. The note will remain with the question throughout the test. Notes saved on the notepad of one item are not available in the notepad of a different item.*

---

*Correct Answer – 1 point*

*Row 1: Slow Down. Row 2: Slow Down. Row 3: Speed Up. Row 4: Slow Down*

---

## Question 12: Short Answer

**Short answer** items provide a response box into which students type their answer. Some short answer items first ask students to choose from a list of options before typing in the response box.

*Suggestions for working with students on short answer items:*

### **Have students:**

Type a short sentence, then edit that sentence by changing, adding and/or removing words, adding punctuation, or other changes.

Type a long enough paragraph to see the gray scroll bar appear.

### **Teacher Notes**

*An Attention appears, telling the student that they still need to answer Question 12. A strong word of caution: Any mark, including a space or typing and deleting characters, will be accepted by the test delivery system as a response. Some students may choose to enter random or incomplete text into the box so the test delivery system will allow them to move on to the next page of questions. They might intend to return to this question later, but this can become a problem if the student's test becomes paused for any reason, or if the question is a locking question, even if the student has marked the question for review.*

*The response box does not change size, but students can fill the box and then type more if needed.*

---

*Correct Answer – 1 point*

*Examples:*

*"The coral reef ecosystem corals will lose all their algae and starve. This will cause other organisms that live on the reef not to have a habitat."*

**OR**

*"The reef will not be able to recover from repeated bleaching events. There will be nothing for the fish to eat."*

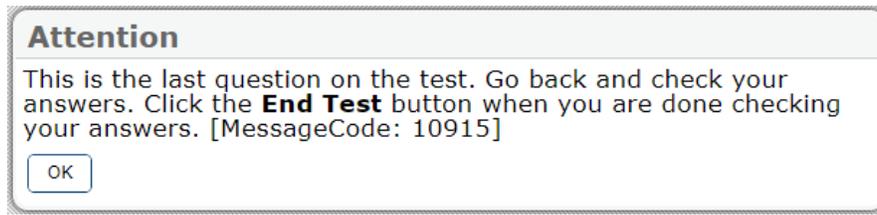
**OR**

*"There will be only white corals on the reef, and many organisms won't be able to camouflage themselves."*

---

## Ending a Test

After a student answers the last question of the Training Test and clicks the **Go On** arrow, an Attention box will appear:

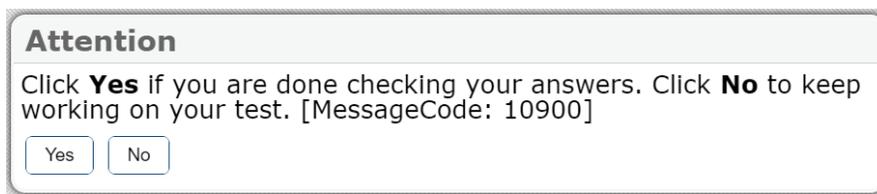


The student should select "OK" to close the box. They will return to the last page of questions. A red **End Test** button will be next to the **Save** button. Students should only click the End Test button when they are finished answering all questions on the Training Test.

Please note the following:

- Students should check that they are completely done answering all questions before clicking End Test.
- If students see the End Test button before they have completely answered the last question on the test, reassure them that they can finish answering that last question on the test before clicking that button.
- We recommend that students wait for directions from a teacher before they click End Test.

Clicking the End Test button will cause another Attention box to appear:



Students should select "Yes" if they have answered all questions on the Training Test.

## Review and Logout

The review page states, "Congratulations, you reached the end of the test!" and lists the question numbers in boxes. The page provides students a final opportunity to check their work on any questions.

*Suggestions for working with students on review page:*

### **Have students:**

Notice whether any questions have been flagged with the Mark for Review tool.

Click on a question number to return to any question, whether or not the question has been flagged and try to change their answer to the question.

While on a question, click the End Test button and Yes on the Attention box to return to the review page.

Click the Submit Test button. A Warning box appears with the message, "Are you done with your test?" Click Yes.

The last screen that students see is the **Your Test Summary** page. This page serves as a confirmation that the test was submitted, and the student can log out of the browser. There are no actual test scores shown on this page.

Once the **Log Out** button is selected, the browser returns to the **Please Sign In** page.

### **Teacher Notes**

*A blue flag will show next to the number. Note that students can still submit a test using the Submit Test button even with questions Marked for Review.*

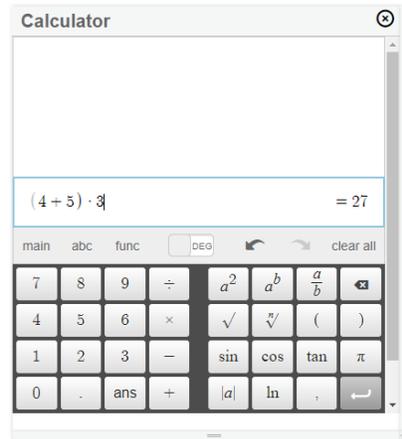
*Remind students that they cannot change a locking question after it has been locked, even if it has been flagged with the Mark for Review tool.*

*Note that the End Test button now appears at the top of every question, not just the last question on the test.*

*During summative testing, students should wait for directions from a TA before they click the Submit Test button.*

## Appendix A: Online Calculator

Students in grade 11 have access to a scientific calculator. In the scientific calculator, students enter numeric expressions that the calculator evaluates according to the order of operations. The value of the expression is displayed on the same line, to the right, in real time. When students change an expression, the value will be updated in real time. The scientific calculator includes several functions, shown across three tabs, but the tab labeled “main” is the only one students should need for the summative assessment.



Students should become familiar with the functionality of the calculator prior to the summative assessment. The calculator is the same Desmos calculator used during Smarter Balance Mathematics tests. The calculators are available on [the Desmos website](#) for use outside of the **Training Test**.

### General Comments

- What the student enters into the calculator is not recorded for purposes of answering a question. Students must still answer questions using the directions given in the questions.
- Using the **Zoom In** button will increase the font size of the calculator.
- Each calculator can be moved on the screen using the mouse, and can be resized using the tabs on the bottom of and right-hand side of the calculator.
- Calculators retain information that is typed into the calculator until the student moves to another page, such as when they use the **Next** or **Back** buttons. Students can open and close the calculator as they work through the question or question(s) on the same page without losing work done on the calculator.
- When the calculator is unable to process what the student has entered, a yellow caution  triangle will display. Hovering the cursor over the yellow triangle shows text related to the issue, such as: “Sorry, I don’t understand this.” (all calculators) or “This calculator does not support equations.”

### Functionality Comments

- Students can enter expressions using the buttons on the calculator or the number keys on the keyboard.
- Both calculators include an Undo  and Redo  button.
- The backspace key on the keyboard or the back arrow with an x on it  can be used to move backwards.
- The answer to an expression shows on the right. The enter button on the keyboard or the gray arrow  in the bottom right corner of the calculator can be used like an = sign.
- Students can use the value of one expression in subsequent expressions by using the “ans” button on the calculator.

## Appendix B: Other Resources

The Washington Comprehensive Assessment Program online test portal, known as the [WCAP Portal](https://wa.portal.cambiumast.com), has many resources related to the WCAS. The homepage for the site is <https://wa.portal.cambiumast.com>. The **Training Test** can be accessed directly from the homepage. Resources for educators can be accessed by selecting the “Test Administrators” card, and then the “Test Administration Resources” card. Users can use the search function in the left corner, or the folder structure to find resources. These folders contain information about all of Washington’s online tests, including Smarter Balanced assessments. Within each folder, similar resources are grouped together with a main title or resource that is listed in alphabetical order. A sampling of the resources that will be most useful to science educators are listed here:

The **User Guides and Manuals** folder contains documents related to the other systems accessed through the WCAP Portal.

- The *Guidelines on Tools, Supports and Accommodations for State Assessment* document is the main title of a section with related resources. If users have questions about testing a student with an Individualized Education Program (IEP) or 504 plan, the *G TSA* document is the first place to look.
- The *TA User Guide* document is the comprehensive guide to using the Test Administration Interface for summative testing.
- The TAM: Assessments Overview section contains the comprehensive *Test Administration Manual (TAM)* document and the *TA Script of Student Directions* document for the WCAS. The *TA Script of Student Directions* will be posted to this section closer to the opening of the summative test window in the spring.

The **Modules** folder contains training presentations. Most of the files were produced by OSPI in cooperation with our online testing vendor and are related to the other systems accessed through the WCAP Portal.

- The *TDS—TA/Student Interface* is another tool to help educators and students become familiar with the Test Delivery System (TDS). These PowerPoint presentations contain a training script in the notes section.

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